

**THE CONCEPT, CORRELATES AND A COMPARISON OF
THEORIES OF PARTICIPATION IN TRADE UNIONS.**

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ABSTRACT

The primary aim of this research was to identify the variables which are important in predicting participation in the PPTA. The secondary aims of this study were to examine the dimensionality of trade union participation, to assess the validity of three theories of trade union participation (frustration-aggression, rational choice and interactionist), and to examine the effects of the recent changes in education on teachers' attitudes.

A sample of 342 school teachers, which included 323 PPTA members and 19 non-members, was surveyed. The questionnaire assessed seven groups of variables: demographic, social relations, attitudes towards work, cost and benefits of involvement in unions, features of the union, changes in attitudes and participation in the PPTA. From a factor analysis it was established that trade union participation was multidimensional, consisting of three factors, *Meeting Involvement*, *Reading Union Literature* and *Administrative Involvement*. Those who were more involved in meetings were older, less satisfied with their job, saw the PPTA as instrumental in providing desired outcomes, found the union organisation responsive and had more friends in the PPTA. Those who read the union literature were older and saw the union as instrumental in providing desired outcomes. Finally, those in administrative positions were more likely to be women and believed that the union organisation was responsive. A comparison of members and non-members revealed that non-members were younger, did not believe the PPTA was instrumental in providing desired outcomes, had fewer friends in the PPTA and believed the PPTA organisation was not responsive. A model which combined all these variables was proposed.

Other findings indicated that all three theories of trade union participation explained participation in the PPTA. In addition, the results showed that there have been changes in teachers' attitudes, as they are less satisfied and believe they have more work with the introduction of Tomorrow's Schools, and that they are more concerned about professional issues and conditions of employment with the introduction of the State Sector Act (1988).

CHAPTER 1

INTRODUCTION

The reasons why workers belong and participate in trade unions has been a question that has been investigated by researchers since the early 1950's. These research studies have come from a wide range of disciplines: economics, sociology, political science and psychology. Psychology's contribution to the area of participation in trade unions, and to industrial relations in general, has been limited. Until recently much of this psychological research has been fragmentary in nature with little theoretical development and generation (Strauss, 1979). With exception, most research has been concerned with establishing simple bivariate relationships between one or two variables and trade union participation.

Due to the diverse disciplines investigating participation in trade unions a large number of variables have been considered in conjunction with participation. The variables investigated in past psychological research can be classified into five main groups. The first group consists of demographic variables such as age, sex, education, job status and number of dependants. The second group of variables that has been examined is work attitudes such as job satisfaction, job involvement, role conflict and control over work. Third, attitudes towards unions, such as instrumentality and union satisfaction, has also been investigated. The fourth group of variables that has been investigated is features of the union and union organisation, while the final set is social variables such as friends in the union. This present research compares the five groups of variables which may explain why people participate in trade unions.

Klandermans (1986a) classified these studies of trade union participation in terms of their concern with testing three broad theoretical explanations: frustration-aggression, rational choice and interactionist. Frustration-aggression theory holds that trade union involvement is a reaction to dissatisfaction with the work system. In

rational choice theories the individual's perceived costs and benefits of participation are believed to determine whether the individual will participate in the trade union. Finally interactionist theories relate participation to an individual's social relations inside and outside the workplace. This present research compares these three theoretical explanations.

The setting of this research is on the New Zealand Post Primary Teachers' Association (PPTA), which is a voluntary union or professional association that represents secondary school teachers. This research is designed to investigate the variables that influence membership and participation in the PPTA.

The literature on the variables that relate to trade union participation shall be reviewed in the next chapter. Chapter three briefly outlines information concerning the history, structure and organisation of the PPTA and provides a rationale for the research. The fourth chapter describes the methods used to gather the information and chapter five gives an account of the results. The final chapter discusses the implications of the research findings as well as the limitations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

It has been noted that while large numbers of people belong to a trade union, the number of people who are actually actively involved in a union and participate in its activities are far fewer. This phenomenon has led to the investigation of the causes and correlates of membership participation in trade unions.

Participation in trade unions has been a topic of interest since the early studies on trade union democracy in the late 1950's. In democratic theory it is posited that participation by members is a necessary (but not sufficient) condition for democracy. Without membership participation the power in the organisation is subsumed by a few individuals, forming an oligarchy. The focus of this research, undertaken mainly by economists and sociologists, was on the structural elements of union governance and membership.

During the 1950's research on trade unionism flourished in the USA but only a few psychologists made contributions to this research (Strauss, 1977). British research into industrial relations flourished later, during the 1960's and 1970's, with an increase in social psychological research during the late 1970's and early 1980's. While some of this research was concerned with small group simulations of bargaining situations most of it focused on the attitudes of trade union members and officials in comparison to non-unionised workers. This research has tended to be fragmentary in nature and only simple relationships were considered (Strauss, 1979). Much of the research was atheoretical in nature and it appears to have been of limited value.

To date, despite reviews calling for psychologists to undertake research in the area of industrial relations (Fiorito and Greer, 1982; Gordon and Nurick, 1981; Hartley and Kelly, 1986), psychology has not contributed greatly to the study of

industrial relations. However this is not to say that research on unions has been totally neglected by psychologists and this research will be reviewed in the forthcoming sections. However, there is a need for more psychological research in industrial relations that is concerned with the development and generation of theory (Hartley and Kelly, 1986; Strauss, 1979). Therefore the aim of this research is to compare theoretical explanations of union membership participation.

The definition of trade union participation varies considerably across studies. Trade union participation has been used in a general sense to describe a variety of forms of involvement in unions, for example, attending membership meetings, being a union member, voting for a union in a union representation election and a belief in unionism (Klandermans, 1986a; Spinrad, 1960; Strauss, 1977). Participation has also been defined more specifically as active behavioural participation in union activities. For instance Strauss and Sayles (1952) define participation as "...expenditure of time on union affairs. Participation is more than emotional involvement in unionism: it is doing..." (p32). The specific definition of trade union participation was used by researchers such as Huszycz (1986), Anderson (1979), Chacko (1985), McShane (1986) and Nicholson, Ursell and Blyton (1981). In the following literature review, literature which uses both the general and specific definitions of trade union participation will be reviewed. To distinguish the general definition from the specific definition the latter will be referred to as behavioural participation.

The following sections will review the literature which has investigated the causes and correlates of participation in trade unions. This literature shall be divided into three main sections, the first covering the three general literature reviews on participation in trade unions. The second section shall cover the individual studies of participation in trade unions. Finally the third section covers the literature on teachers' unions.

2.2 Reviews of Participation in Trade Unions

The variables affecting participation in trade unions has been the subject of two interdisciplinary reviews, Spinrad (1960) and Perline and Lorenz (1970), and a review of psychological research by Klandermans (1986a).

Spinrad (1960) categorized some thirty-five articles into three headings: objective features, personal associations, and orientations. He found that the objective features associated with a high level of union participation were small plant sizes, high status jobs, stable urban workforces and cohesive working communities. The personal associations that promoted a high level of union participation were union family background, living in a deprived area and being a member of an ethnic minority. Orientations that were related to a high level of union participation included job satisfaction, few non-work interests and class identification. Spinrad's general conclusion was that "...participation in trade unions is enhanced by those factors which make for greater identification with one's occupational situation and occupational community and diminished by those influences that foster contrary orientations.." (p 244).

Perline and Lorenz's (1970) review, ten years later, divided the studies of trade union participation by their level of analysis. At the individual level, active participants had better skilled jobs, were older, married, identify with their occupation and had some sort of "class consciousness". At the next level, the group level, groups which were homogenous and were primary groups (the members are both physically and socially close) promoted active participation. At the third level, the smaller the union and the more responsive the leadership was to its members, then the higher was the rate of membership participation.

The latest review, by Klandermans (1986a), looked at participation from a psychological viewpoint. Klandermans suggested that most psychological research in this area was based, implicitly or explicitly, on three theoretical approaches: frustration-aggression, rational choice and interactionist.

Firstly, frustration-aggression theory proposes that trade union involvement is a reaction to dissatisfaction and alienation with the work system. People are viewed as being frustrated when energy has been mobilised for some action but circumstances prevent the individual acting or reaching their goal. One reaction to this frustration is aggression (Stagner and Rosen, 1965). In the industrial relations context frustration is caused when barriers prevent satisfaction of motives, such as frustration with pay and conditions. This can lead to aggression in the form of union activities. Dissatisfaction and alienation with the work situation is believed to lead to involvement in trade union activities, especially in more militant actions such as strikes.

Secondly, rational choice theories consider the individual's perceived costs and benefits as motivations to union actions. Rational choice theories have been used extensively to predict work performance, work effort and career choice but their use in industrial relations is relatively new. Recent theory development has been undertaken by Klandermans (1984a,b, 1986b) who examined the individual's personal costs and benefits of trade union participation. Klandermans' version of rational choice theory proposes that people participate in the union because they believe the benefits of participation outweigh the costs of participation.

Finally, interactionist theories relate participation to social relations in groups inside and outside the workplace. The two reviews of trade union participation by Spinrad (1960) and Perline and Lorenz (1970), showed that identification with the working group and cohesive working communities were important in trade union participation. Family relations are also considered as important in trade union involvement in the interactionist theory.

Klandermans (1986a) suggested that these three theories covered much of the past research on trade union participation. Furthermore he proposed that the three approaches are probably complementary, with each theory having some explanatory value in different circumstances.

These three literature reviews considered all different forms and levels of participation in trade unions. In the following literature review the different types of participation shall be reviewed separately. From examination of the literature it will be possible to ascertain if the three theories identified by Klandermans (1986a) encompass all of the variables that have been considered in past investigations. The following literature review will also include the more recent literature since the last review in 1986.

2.3 Literature Review

A large number of independent and dependent variables have been considered in relation to participation in trade unions. The independent variables that have been studied can be classified into the following six headings: demographic, work attitudes, union attitudes, features of the work organisation, features of the union and social groups. The four main dependent variables that have been considered as measures of general trade union participation are: joining the union (in countries without compulsory unionism), behavioural participation in union activities, psychological involvement (such as union commitment) and membership in the union (again in countries where voluntary unionism exists). To determine whether the independent variables investigated in these studies are explained by the three theories proposed by Klandermans (1986a), each of the six independent variables shall be reviewed in turn with respect to each of the four dependent variables.

2.3.1 Demographic Variables

A. Behavioural Participation

Studies investigating demographic variables which influence behavioural participation show equivocal results, with the studies reporting differences in the direction and strength of relationships between variables. In most studies the demographic variables have been included to explore potential relationships rather than included on the basis of theory. The five main demographic variables that have most frequently been examined in the past studies of behavioural participation are: age, gender, marital status (or number of dependants), education level and job status.

The effects of age were documented by Perline and Lorenz (1970) who concluded that older people were more active in the union. Later research by Anderson (1979) and Huszczo (1983) also supported this conclusion whereas other researchers found no such relationship (eg. Chacko, 1985; Glick, Mirvis and Harder 1977; Nicholson et al., 1981).

Gender is a variable that also has been frequently considered in studies of behavioural participation. Glick et al. (1977) and Nicholson et al. (1981) found that males were more involved in unions than were females. However no such difference was found by Anderson (1979), Huszczo (1983) and Chacko (1985).

Marital status has also been investigated. Anderson (1979), Perline and Lorenz (1970) found that married people were more likely to participate in union activities. Similarly being financially responsible for the family correlated with being willing to represent the union in Glick et al.'s (1977) research. No relationship was found by Nicholson et al. (1980) where the number of dependants was not related to behavioural participation.

Level of education is another variable that consistently appears in the literature, again with equivocal results. McShane (1986) and Nicholson et al. (1981) both found that a higher level of education was associated with more behavioural participation

in the trade union. In contrast Kolchin and Hyclak (1984) and Glick et al. (1977) found no relationship between education level and trade union participation. Furthermore Anderson (1979) found the opposite relationship, that the less educated subjects were more likely to be involved in the union.

Job status has also been a focus of attention, again with mixed results. Spinrad (1960), Perline and Lorenz (1970), Blyton, Nicholson and Ursell (1981), McShane (1986) and Kolchin and Hyclak (1984) found a positive relationship between high job status and high behavioral participation. However Huszczo (1983) and Anderson (1979) found no such relationship.

B. Joining the Union

There is not much support for any demographic differences being associated with union joining behaviour. De Cotiis and LeLouarn (1981), Hammer and Berman (1981), Heneman and Sandver (1983) and Youngblood, DeNisi, Molleston and Mobley (1984) found no differences with respect to age, sex, education, salary, wages or academic rank in joining the union. The exception to these studies was Kochan (1979) who found a difference in intention to join the union for gender (women were more willing to join the union) and ethnic groups (with minority groups being more willing to join the union).

C. Union Membership

Gaertner and Gaertner's (1987) research on union membership supported some of the research on behavioural participation by showing that union members tend to be older, with lower education and longer service in the workplace.

D. Union Commitment

The studies investigating the relationship between demographic variables and union commitment also yield few consistent results. Beginning with age, Magenau, Martin and Peterson (1988), Biles (1974), Fukami and Larson (1984) and Conlon and Gallagher (1987) found no relationship between age and commitment. In contrast Black (1983) and Clark, Gallagher and Pavlak (1990) found that older people were more committed to the union.

There are also few consistent findings in the study of gender and union commitment. Gordon, Philpot, Burt, Thompson and Spiller's (1980) initial examination of the correlates of union commitment found that women were more loyal to the union than were men, but they were less willing to work for and had less responsibility to the union than had the men. This was supported by Magenau et al. (1988) who found women were more committed to the union. This is however not supported by Black (1983) and Clark et al. (1990) who showed that union commitment was higher among males.

From the research on level of education and job tenure it is also difficult to draw any resolute conclusions. While Fukami and Larson (1984) found no relationship between education and commitment, Clark et al. (1990) found a positive relationship. Similarly, in the case of job tenure Fukami and Larson (1984) concluded that was no relationship, while Clark et al. (1990) found job tenure was related to commitment.

E. Summary

Overall the results of these studies appears to be equivocal. The differences in findings among studies may depend upon the sample investigated, the measures employed and the age of the studies. The samples employed in these studies were drawn from both blue collar and white collar unions. It has been suggested that there are differences in the trade union attitudes of white and blue collar workers (Cook,

Clark, Roberts & Semeonoff, 1978; Strauss, 1954). However examination of these studies on the basis of blue collar and white collar status, does not explain the variation in the results.

The measures used in the different studies also vary. For example in some studies, such as Gordon et al. (1980), Hammer and Berman (1981) and De Cotiis and LeLouarn (1981), age is operationalised as a continuous variable while in other studies, such as Nicholson et al. (1981), Gaertner and Gaertner (1987) and Conlon and Gallagher (1987), it is a categorical variable. The definition of variables such as job status and marital status also vary across studies. In a number of studies, for instance Huszco (1983) and Anderson (1978), the measures used are not described in detail so it is not possible to establish the effect that these differences in measures may have.

The age of studies may also influence results as attitudes and values change over time. Examination of the literature does not show any variations with respect to the age of the studies.

In general, despite the inconsistencies in results, several studies (Anderson, 1979; Black, 1983; Clark, et al. 1990; Huszco, 1983; Gaertner & Gaertner, 1987; Perline & Lorenz, 1970) indicated that age may be important with older people participating in trade unions to a greater extent. There is also some support for job status influencing participation (Blyton et al., 1981; Kolchin & Hyclak, 1984; McShane, 1986; Perline & Lorenz, 1970; Spinrad, 1960). Gender and ethnic differences have produced very mixed results but four studies; Glick et al. (1977), Nicholson et al. (1981), Black (1983) and Clark et al. (1990), show that males are more involved in their unions than are females.

2.3.2 Attitudes Towards Work

A. Behavioural participation

The work attitude which has been investigated most often in relation to behavioural participation is job satisfaction. The results of these studies are however varied. As proposed in the frustration-aggression theory, dissatisfied workers should be more in favour of trade unions. This favourable orientation toward unions should translate to higher behavioural participation in union activities. Research by Huszczo (1983) and Kolchin and Hyclak (1984) confirmed this relationship. However Stevens (1978) found no such relationship and Spinrad (1960) actually found the opposite relationship, that is high job satisfaction led to higher trade union participation.

Spinrad's (1960) data are however descriptive data from interviews with trade unionists, whereas the other three studies used empirical data from self report surveys. This may explain the difference in the findings between Spinrad's (1960) study and the three other studies. Methodological differences are also apparent between Stevens' (1978) study and Kolchin and Hyclak's (1984) and Huszczo's (1983) studies. Stevens (1978) divided the subjects into two groups on the basis of the dependent variable. In contrast Kolchin and Hyclak (1984) and Huszczo (1983) treated the dependent variable as a continuous variable. Stevens' (1978) research, by categorising the subjects into two groups, may have masked any differences that existed between subjects. Overall the studies with the highest degree of methodological rigour are those which support the hypothesis that job dissatisfaction leads to participation in union activities.

Other job attitudes that have been investigated are the desire for participation in management, perceived level of work induced stress and perceived overload of job responsibilities. Nicholson et al. (1981), found that these variables were all positively correlated with behavioural participation in the union. Therefore trade union workers who were more dissatisfied with workload and management control participated to a greater extent in the union.

The frustration-aggression hypothesis is also concerned with alienation from work. People who feel alienated from their work are hypothesized to be more

favourable in their attitudes towards unions and hence more involved. Job involvement is a measure of an individual's involvement in the job and can be considered as the opposite of alienation. Job involvement, per se, has not been investigated in relation to behavioural participation although Glick et al. (1977) examined organisational involvement which is akin to organisational commitment, and Perline and Lorenz (1970) reported a study examining work interest. Glick et al. (1977) measured organisational involvement as an index of concern for the organisation. The results showed a positive relationship between this measure and behavioural participation. The study reported by Perline and Lorenz (1970) showed that active trade union members were more likely to be interested in their work than were inactive trade union members. Both studies show the opposite relationship to what would be predicted by the frustration-aggression hypothesis, with people who participate in the union being more interested in their work and the organisation. The relationship between job involvement and behavioural participation remains to be examined.

B. Joining the Union

Union joining behaviour appears to be more strongly associated with job dissatisfaction than does behavioural participation. Of the ten studies investigating the relationship between job satisfaction and union joining, nine of these studies showed at least partial support for the relationship (Byrd, 1983; De Cotiis & LeLouarn, 1981; Hammer & Berman, 1981; Hamner & Smith, 1978; Heneman & Sandver, 1983; Kochan, 1979; Ridely, 1981; Schriesheim, 1978; Youngblood et al., 1984). One study found little support for the relationship (Zalensy, 1985). Dissatisfaction with economic aspects of work, that is pay security, company policy and working conditions, appeared to be the most highly correlated to union joining (Schriesheim, 1978).

Joining the union was also found to be related to role conflict, influence, support and fairness in De Cotiis and LeLouarn's (1981) study.

C. Union Membership

The frustration-aggression hypothesis predicts that people who are dissatisfied with their work are more likely to be union members. The findings on this relationship are almost consistently negative, with only one of seven studies showing full support for differences in satisfaction between unionised and non-unionised employees (Schwochau, 1987). Okafor (1983), Gaertner and Gaertner (1987) and Walker and Lawler (1979) found no relationship between job satisfaction and union membership. Only Snyder, Verderber and Morris (1986) found significant differences in job satisfaction between male unionised and non-unionised employees, with unionised males being more dissatisfied than non-unionised employees but there were no differences between females non and unionised employees. Bluen and van Zwam (1987) found the only difference between job satisfaction of unionised and non-unionised was that unionised employees reported a higher satisfaction with promotion. Finally, Gomez-Mejia and Balkin (1984) actually found the opposite relationship, that unionised employees were more satisfied with their pay than non-unionised employees. This finding was however spuriously inflated as, on average, unionised employees were paid more.

Only one study, Gaertner and Gaertner (1987) looked job attitudes other than job satisfaction. Gaertner and Gaertner (1987) found that union members desired more participation in setting their performance standards than did non-members. There was no difference between members and non-members in their trust of management though.

D. Union Commitment.

Three studies investigated the relationship between job satisfaction and union commitment (Clark et al., 1990; Conlon and Gallagher, 1987; Magenau et al., 1988). All three studies found no correlation between job satisfaction and union commitment.

E. Summary

Overall the relationship between job attitudes and behaviour appears to be a tenuous one. Ajzen and Fishbein's (1977) review of the relationship between attitudinal predictors and behavioural criteria offer some suggestions to explain why this is so. They consider that there must be a correspondence between the behavioural criteria and the attitudinal predictor. A specific attitude will be the most closely related to some single act specific behaviour. A general attitude will not very highly relate to a specific behaviour and vice-versa. In this present literature review the relationship between union joining and job satisfaction appeared to be the strongest. This maybe because union joining is often measured by the individual's vote in an election to determine whether the group of workers will be represented by a union. Voting behaviour was believed by Ajzen and Fishbein (1977) to be an appropriate specific behavioural measure to relate to a specific attitude toward an individual or organisation. Other dependent variables, such as behavioural participation and union membership are much more general measures of behaviour and hence they should not be expected to relate closely to very specific attitude.

It also must be noted that there are other ways that a worker can relieve his or her frustration at work, such as by resigning, pilfering or sabotage. Joining in union activities is not the only expression of job dissatisfaction. This may also explain the past variations in correlations between job dissatisfaction and union involvement.

2.3.3 Attitudes Towards Trade Unions

A. Behavioural Participation

Theoretically, it is predicted that the more positive an individual's attitude is towards the union then the more involved he or she will be in the union. However, Glick et al. (1977) found that there was no relationship between union satisfaction and willingness to attend union meetings or willingness to represent the union. Similar

findings were exhibited in Kolchin and Hyclak's (1984) study and Stevens' (1978) studies. Chacko (1985) found the reverse relationship with those who were more dissatisfied with the union actually participating more. General attitudes towards the union were investigated by Anderson (1979) and Huszczo (1983) and both reported that a positive attitude towards the union resulted in higher participation.

Klandermans' (1984a,b 1986b) research, using expectancy theory, found that the perceived valence and instrumentality of outcomes from involvement in the union were associated with participation. Instrumentality is a measure of the importance of the outcomes gained from participating in the trade unions, while valence is a measure of the value of these outcomes to the individual. These two scores, instrumentality and valence, were combined to form an expectancy measure. Klandermans' (1984a,b 1986b) research shows that people who had a high expectancy score, that is, they saw the union as instrumental in providing their desired outcomes, participated more in the union.

B. Joining the Union

There have been four studies which have investigated the relationship between union attitudes and union joining. All studies reported a positive relationship between union attitudes and union joining. Youngblood et al. (1984), Beutell and Biggs (1984) and De Cotiis and LeLouarn (1981) found that viewing the union as instrumental in obtaining desired outcomes predicted voting for union representation. Schriesheim (1978) found that a positive attitude toward the local union and a positive attitude towards unions in general was related to joining the union.

C. Union Membership

Only one study investigated this issue and it was found that union ideology and perceived union efficacy were no different between union members and non-members (Gaertner and Gaertner, 1987).

D. Union Commitment

The only work to have investigated the effects of union organisation on union commitment is Clark et al.'s (1990) study of the effect of the grievance procedures on union commitment. The importance a member attached to having a grievance procedure and the member's assessment of the union performance in the grievance procedure was significantly related to loyalty towards the union and willingness to work on behalf of the union. The importance of the grievance procedure and the member's perception of the grievance procedure was related to duties that a member was willing to undertake on behalf of the union. Overall, the study indicated the member's perception of the grievance procedure were significantly related to his or her union commitment.

E. Summary

Again the results appear to be tenuous with regard to the relationship between union attitudes and trade union involvement. This also could be explained by the link between attitudes and behaviour from Ajzen and Fishbein's (1977) review as discussed earlier with respect to work attitudes. Depending on the specific attitude that is measured, some attitudes may be more related to certain specific behaviours. Voting behaviour was again closely related to union attitudes compared to the more general measures such as behavioural participation and union commitment. Instrumentality, a more specific measure of the importance an individual attaches to the outcomes of unionism was more closely related to joining the union and behavioural participation., than general attitudinal measures such as union satisfaction.

2.3.4 Workplace Characteristics

A. Behavioural Participation

A few workplace characteristics have been investigated in relation to behavioural participation. Kolchin and Hyclak (1984) found the work shift that the individual was on was associated with their level of participation in the union. This is probably because meetings were used as the index of participation, and those on day shifts found it easier to attend evening meetings than those on evening shifts.

Spinrad (1960) and Huszczo (1983) found that small plant size was associated with higher participation. Finally, Inkson (1980) in a New Zealand study, found that working in a single location, as in a factory, led to more union participation than working in small dispersed groups.

B. Union Joining

Heneman and Sandver (1984) in their review of union certification elections concluded that organisational variables were of little importance in influencing an individual's decisions to join a union. Heneman and Sandver (1984) also reviewed studies which compared different types of organisations and their effects on union certification outcomes. Results showed that small workplaces were more likely to allow union representation than were larger workplaces.

C. Union Membership

In contrast to the findings on union joining, Schwochau (1987) found no difference in union membership rates for firm size, city size or location.

D. Union Commitment

Magenau et al. (1988) also found that unit size had no effect on union commitment. Biles (1974) and Black (1983) found that skill level influenced union commitment, as skill level increased there was a reduction in union commitment.

2.3.5 Social Groups and Social Background

Behaviourial Participation

In the two reviews by Perline and Lorenz (1970) and Spinrad (1960) the importance of family background, class consciousness, and involvement in close knit working communities were viewed as important factors in participation. This is also supported in a later study by Nicholson et al. (1980) who found that parents' political orientation, parents' union orientation and the individual's own political interest and orientation were related to participation. The number of friends that an individual had in the union was an intervening variable in the relationship between background and behavioural participation.

The work groups that individual belongs to has been investigated. Inkson (1980) compared the participation of four groups of workers: watersiders, freezing workers, carpenters and car assemblers. The union meetings of the watersiders and freezing workers were held in work time with workers from a single work site. The freezing workers and watersiders reported feeling social pressure to attend meetings. In contrast, the carpenters' and assemblers' union meetings were held away from the work site with members from other work sites. These workers did not report feeling the same social pressures to participate in trade union activities.

Klandermans (1984a,b 1986b) using the rational choice theory found that the expected reactions of significant others (supervisors, family, spouse) and the value attached to these people's opinion was an important determinant of willingness to participate in a strike or attend meetings.

Though research on social correlates has been conducted for behavioural participation it has not been investigated in relation to the three other dependent variables of interest.

2.3.6 Features of the Union and Union Organisation

A. Behavioural Participation

A few studies have looked at features of the union that could influence behavioural participation. Anderson (1979) found that the higher the individual's position in the union then the higher their level of participation. Nicholson et al. (1980) found that a "tell and sell" approach by the shop steward and a more accessible shop steward moderated the relationship between needs for union involvement and behavioural participation. A similar finding by Glick et al. (1977) showed that members who felt that they are listened to and who felt they had an influence at meetings were more likely to participate in the union. This is also supported by Chacko (1985) who determined that if the union was perceived as responsive to the members needs then participation was greater.

Conflicting reports about the effects of the size of unions were found by Perline and Lorenz (1970) and Huszczo (1983). Perline and Lorenz (1970) found that a small union was related to higher participation while Huszczo (1983) found no such relationship.

On a more pragmatic level, the time and place of meetings was found to be a significant factor in Anderson's (1979) and Inkson's (1980) study.

B. Union Membership

Few studies have investigated the relationship between union structure and membership. Walker and Lawler (1979) found that members of aggressive union viewed administrative power as less legitimate in comparison to members in protective unions. Nagi (1973), studying different university teachers unions in the USA, found that members of the more conservative National Educational Association were more concerned about the professionalism of teachers than were the members of other teachers' associations.

C. Union Commitment

The only study in this area was by Liebowitz (1983) who investigated the relationship between a number of features of the union and union commitment. He established that there was a moderately strong relationship between union commitment and union effectiveness. However there was no relationship between union commitment and union democracy.

2.4 Integration

Overall a wide variety of independent variables have been discussed in relation to union participation. The question is raised to whether or not these are accounted for by categories consistent with the three theories that were identified by Klandermans (1986a). Obviously there is a large number of studies investigating the relationship between work attitudes and participation. These studies can be included within the category of frustration-aggression theories. Some of the different measures of workplace features also fall into this category, such as role stress, level of influence and degree of workplace participation, as it is assumed that these workplace features may produce frustration that will lead to involvement in the union. Other features of the workplace that have been considered, such as size of workplace, however probably can not be encompassed within a frustration-aggression perspective.

Interactionist theories also appear to have been used in some studies. A number of researchers have looked at some aspects of the individual's social background or current membership in social and community groups, and have found some relationship to union participation.

The third set of theories, the rational choice theories, have not been investigated to the same extent as the other two perspectives. The main work in this area is by Klandermans (1984a,b 1986b) using expectancy theory. His research has found a significant relationship using expectancy theory to explain participation,

pointing to the possible utility of this approach. These rational choice theories measure attitudes towards the outcomes of unions, covering the group of variables classified as attitudes towards unions.

Other groups of variables that have been investigated and which do not fall into these categories are demographic variables, some characteristics of the workplace, and features of the union and union organisation. Demographic variables have often been included in research for atheoretical reasons and they might not be expected to be covered by these three theories. Some workplace characteristics do not fit into any of these theories. However these variables appear to have little impact on any of the four measures of union involvement. The third group of variables, the structural factors of the union organisation were shown to be important influences in trade union participation and therefore must be considered.

With reference to variables concerned with the structural aspects of the union which may influence trade union participation, Klandermans (1986a) makes a valuable distinction. In Klandermans' (1986a) view, for participation to occur it not only involves a *willingness* to participate but the person must also be *capable* and have the *knowledge* to participate. If willingness refers to the individual's motivation to participate then willingness may be a necessary, but not a sufficient, condition for participation. The person must also be capable and have knowledge to participate. Therefore the organisation of the union, such as the time and place of meetings, should also be considered as a factor that could influence an individual's participation in the trade union.

If this synthesis is correct there are three theoretical explanations that need to be considered: frustration-aggression, rational choice and interactionist. As well as this two other sets of variables also need to be considered, demographic variables and features of the union.

A limitation of most of these studies reviewed is that they are of cross-sectional design. This means that the individual's attitudes and participation have only been considered at a particular point in time. It is more likely that an individual's participation varies over time, with he or she being more involved when an issue directly affects him or her. These studies suffer from the limitation that they are not able to track the changes in participation over time.

A further limitation of these studies is the definition of the dependent variable. While the definition of union membership and union joining is straightforward and the definition of union commitment is based on Gordon et al.'s (1980) union commitment scale, the measure of behavioural participation has been more contentious. Most of the studies reviewed used only a single measure of participation classifying their subjects into two groups, "actives" and "inactives". However, more recent research, (McShane, 1986, and Anderson, 1979), show that the degree and type of behavioural participation may be important.

McShane (1986) points out that union participation should be measured on a continuum not dichotomised. By dividing the subjects into two groups "actives" and "inactives" the differences between the subjects' levels of participation is unnaturally simplified. In reality there are not two types of union activists, but people with a range of levels of participation and hence level of participation should be measured as a continuous variable.

Anderson (1979) proposed that there were different types of trade union participation; participation in union activities and participation in decision making. McShane (1986) also demonstrated that there were different types of participation. The research conducted by McShane indicated that there were three separate factors of union participation: administrative involvement, voting participation and meetings attending. By correlating these three separate factors with other variables McShane's research indicated that these factors had different relationships to other variables

frequently used in industrial relations research, such as age, education and extrinsic job satisfaction. Therefore, in McShane's and Anderson's opinion, these different factors of union participation should not be combined together to form a single scale. These studies indicate the dimensionality of trade union participation should be examined further.

2.5 Teachers' Unions

The trade union organisations of teachers have attracted attention from researchers in the area of industrial relations. There are two main reasons for this interest. The first reason is the recent development of collective bargaining in the USA public school system. Teachers' unions were not common place in the USA until the mid 1960's and hence they have been studied in recent years to examine the development and the effects of new unions. Most of these studies were concerned with the effects of teachers' unionization on salary, class size and educational output.

The second reason for the interest in teachers' unions concerns the more general trend of the rise in numbers and in the militancy of white collars unions in Western nations (Saltzman, 1985). Teachers' unions, as a part of this white collar group, have been studied to investigate the causes and correlates of white collar militancy.

This section is concerned with the latter group of literature, the studies investigating teachers' militancy. The econometric analyses, concerning the effects of teachers' unions on salary and conditions, are not pertinent to this study and will not be reviewed.

2.5.1 Teacher Militancy

In a number of Western countries there has been a dramatic rise in the numbers of teachers joining unions and there has been an accompanying rise in the militancy of these unions. In the USA the numbers belonging to the National Education Association increased from 703,829 in 1967 to 1,709,693 in 1979 (Berube, 1988). The political activities of the teachers' unions has also dramatically increased and they are now recognised as an important political pressure group in the USA. Prior to 1966 strikes by teachers were infrequent but in 1966 there was a sudden upswing in the incidence of teachers' strikes and that level still continues (Seifert, 1987).

Similarly, in Britain the increase in the militancy of British teachers has been noted. Traditionally teachers were reluctant to take strike action, but in the 1960's they resorted to militant tactics with increasing frequency and duration. In 1960 there had never been a national teacher stoppage but in 1969 100,000 teachers went on a national strike (Coates, 1972). National strikes were again repeated in 1984 and 1986 (Seifert, 1987).

The Australian and New Zealand situations appear to be similar to those in the UK and the USA. In Australia there has been a rapid increase in membership of teachers' unions from 95,000 in 1971 to nearly double, 180,000, in 1988 (Spaull, 1986). The first teachers' strikes were also in the mid 1960's. In New Zealand the Post Primary Teachers' Association membership increased by 279.8% from 1956 to 1981 (Smith, 1987) and the first New Zealand teachers strike was in 1978.

The decision for teachers' associations to strike is one of great significance. While through this literature review teachers' associations have been referred to as unions, some teachers would prefer that they were recognised as professional associations, analogous to associations of lawyers, accountants and medical practitioners. The decision to strike, while an acceptable function of a union, is highly unacceptable to those teachers who believe that these associations should be

professional associations. Many of these teachers' associations face a conflict in their ranks over whether the organisation is to act as a union or as a professional association.

The reason for the radical changes in the behaviour of teachers has been assessed in a number of studies. Different variables have been investigated in relationship to the rise of teachers' unions, and these variables can be divided into two main groups, demographic variables and workplace characteristics and attitudes.

2.5.2 Demographic Variables

The impact of demographic variables in teachers' militancy has been extensively analyzed. With some exceptions most of the research has found that age and gender are associated with teachers' militancy.

With reference to gender, males were found to be significantly more militant than were females (Alutto and Belasco, 1974; Bacharach, Mitchell and Malonwski, 1985; Black 1983; Fox and Wince, 1976; Jessup, 1978). For age the evidence has been more mixed with Alutto and Belasco (1974), Bacharach et al. (1985) and Black (1983) finding that younger teachers were more likely to be militant than were older teachers. Fox and Wince (1976) found that militancy was also inversely related to age however the relationship was curvilinear. Teachers aged 24 years and younger were less militant than teachers in the 25 to 34 year old age group, and teachers over 35 years were less militant than the other two groups. Fox and Wince (1976) explained this as the "honeymoon phase" where the teachers under 25 did not perceive the problems in the teaching profession that the teachers over 25 saw. Age was also found to be a more complex relationship in Jessup's (1978) research. Younger teachers were more militant and more likely to be members of the unions, but older teachers were more likely to hold a position in the union.

Other demographic variables have been considered by only one or two of the studies. Alutto and Belasco (1974) found that urban teachers were less militant than rural teachers. Fox and Wince (1976) investigated the role of family background. Teachers with a blue collar background were more militant than those with a white collar background. Family involvement in trade unions was also studied by Fox and Wince (1976), who found that there was a curvilinear relationship between the subject's trade union involvement and their family's trade union involvement. Those teachers with a low family involvement in trade unions were the least militant, those with a moderate level of family involvement were the most militant and those with a high level of family involvement were less militant than those with a moderate background, but more militant than those with a low level of family involvement. Finally Black (1983) established that teachers who held a tertiary degree were more militant than those without a degree.

Overall, the results suggest that male teachers and younger teachers are more militant. With respect to age Jessup's (1978) research indicates that age has a different effect on trade union participation in comparison to militancy. Younger teachers were more militant but were found to be less likely to hold a position in the union. With respect to gender it is important to note that most of these studies are 15 to 20 years old. The attitudes towards women and attitudes held by women have changed rapidly over this period and the data may be outdated. Finally a rural location, blue collar background and moderate level of family involvement in unions may also correlate with teachers' militancy.

2.5.3 Workplace Attitudes and Characteristics

The second set of variables to be considered as possible determinants of teacher militancy are attitudes towards work and characteristics of the work. One study conducted by Bacharach and associates involved 2,247 New York elementary and secondary school teachers. The impetus to this research was the finding by Alutto and Belasco (1974) that job tension, interpersonal trust and career dissatisfaction were

predictors of teachers' militancy. Bacharach and associates examined in greater detail other aspects of the workplace as well as teacher's attitudes towards their work.

The first analysis of these data (Bacharach and Mitchell, 1983) examined four different models and their effects on two dependent variables; desire for union involvement in compensation matters and desire for union involvement in professional issues. This study also examined both secondary and elementary school teachers separately and the results often differed between the two groups.

The first model examined work demands. It was hypothesized that the greater the work demands then the more the teachers would want the union to be involved in both compensation and professional issues. This was supported by the elementary teachers' data but only partially supported by secondary teachers' data.

The second model investigated was bureaucratization, that is, the level of routinization and formalisation of work. It was predicted and supported (by data from both elementary and secondary teachers) that a high level of bureaucratization lead to teachers' desire for union involvement in issues of professional prerogatives.

The third model investigated the rewards from teaching. The third hypothesis stated that teachers who were less satisfied with their salary would want the union to be more involved in compensation matters. This was strongly supported. The fourth hypothesis, which was also strongly supported, showed that teachers who have little control over decisions desire union involvement in professional issues. The fifth and sixth hypotheses concerned job involvement. It was predicted that teachers with a lower level of job involvement would desire the union to become involved in compensation issues. This was supported by data from the secondary teachers sample but not the elementary teachers. The sixth hypothesis, that those with high job involvement would desire the union to become more involved in professional issues, was not supported.

The final model examined was concerned with supervision. Again the results which were obtained differed between teachers in elementary and secondary schools. Style of supervision was critical in the desire for involvement in professional issues in secondary teachers but not those from elementary schools. The supervision variable had no effect on the desire for union involvement in compensation issues.

Overall the study presented an extremely complex set of results. The main points is that work attitudes and organisational factors do have an effect on militancy. The results suggest that work rewards and bureaucratization are the most important. In relation to the theories considered earlier, the results provide some support for the frustration-aggression hypothesis as teachers who saw their salary as unsatisfactory desired more union involvement. Job involvement had the predicted effect for secondary teachers, as proposed in the frustration-aggression hypothesis; the teachers who were less involved in their job desired more union involvement.

A second analysis of these data, undertaken by Bacharach, Mitchell and Malonwski (1985), examined the same independent variables as the earlier study but in this latter analysis the dependent variable was militancy. Militancy was measured as a desire for the union to become more or less involved in various issues. Again there was a division between professional issues and compensation issues with militancy being measured separately for each. The results showed that working a high numbers of hours at home was the strongest predictor of militancy concerning compensation issues for elementary teachers. Not surprisingly the strongest predictor of militancy concerning professional issues for the elementary teachers was the desire for the union to be involved in issues of professional prerogatives.

The results of the analysis of the secondary teachers' data were quite different. Militancy over compensation was best predicted by dissatisfaction with salary, whereas militancy over professional issues was predicted by high supervisory responsibility, low autonomy, high job ambiguity and high decisional deprivation.

A further series of analyses of these data were conducted by Bacharach, Bamberger and Conley (1990). They compared different models of variables (the same variables considered in previous studies) which may influence militancy (as measured in the former study). The model which had the most explanatory power was the organisational-integrative model, which combined both demographic, and workplace characteristics and attitudes, with workplace variables and attitudes being more important than the demographic variables. This study indicates the importance of both organisational and demographic variables in determining teacher militancy, but shows that workplace characteristics and work attitudes are more important than demographic variables in determining teachers' militancy.

Overall, it is difficult to generalise from the findings of Bacharach and his associates, as each of the studies uses a sample of USA school teachers. The applicability of the results to other countries can be questioned. However the studies do demonstrate that the individual's attitudes about their work do influence their desired union involvement and militancy.

2.5.4 Summary

Following the rapid rise in teachers' unionism in the past 30 years there have been a number of studies that have investigated aspects of teacher unionism. The literature shows that work attitudes are important in determining teachers desire for union involvement and militancy. A review of this research provides some support for the frustration-aggression hypothesis. In addition to this two demographic variables, age and gender, also appear to be related to teacher militancy with younger teachers and male teachers being more militant.

2.6 Chapter Summary

A large number of variables have been considered in relation to behavioural participation, joining trade unions, trade union membership, psychological involvement and teacher militancy. These variables can be classified into six main types: demographic, work attitudes, union attitudes, social variables, workplace characteristics and features of the union. The question that remains to be asked is if these variables are encompassed in the three theories postulated by Klandermans (1986a). Three of the groups of variables considered in this literature review are included within three of the theories: that is work attitudes in the frustration-aggression theory, union attitudes in the rational choice theory and social variables in the interactionist theory. There are however two other groups of variables that also need to be considered as potential predictors of general trade union participation: demographic variables and features of the union. The following sections will therefore examine the research exercise which employed these five groups of variables in relation to teachers' trade union participation.

CHAPTER 3

RATIONALE

3.1 History of the PPTA

Teachers' unions have a long history in New Zealand. The first teachers' union was the New Zealand Educational Institute (NZEI) which can be traced back to a body representing Otago school masters in 1864. Further School Masters' associations were formed in other provinces in the 1870's and in 1883 these associations all combined to form the NZEI. At first the trade union content was slight with the main objective being to promote the interests of education (Roth, 1973).

In 1888 the Secondary Schools' Association was formed. This however was described as a "glorified headmasters club" (Moyle 1974) and in 1909 the Assistant Masters broke away to form their own group, the Secondary School Assistants' Association. On the 9th of March 1911 the Secondary Schools Assistants' Association received registration ("The Origins", 1961). In 1914 the Secondary Schools Principals' Association was formed and in the same year the technical teachers also formed their own association, the New Zealand Technical School Teachers' Association.

In 1921 the Secondary Schools Principals' Association and the Secondary Schools Assistants' Association joined to form the New Zealand Secondary Schools' Association. The technical teachers association formed a close alliance with the New Zealand Secondary Schools' Association and together they published a journal. In 1951 both organisations amalgamated to form what is now the New Zealand PPTA.

In 1963 the Education Act was passed that gave sole power for the negotiations of secondary teachers' salaries and conditions to the PPTA (Moyle, 1974). This prevented further splinter groups developing. However today different groupings remain within the PPTA, for example, principals, area school teachers and manual teachers.

The PPTA has become increasingly militant since the 1960's. For example in the early 1970's the PPTA was involved in organising publicity campaigns against government cuts to the education budget. The first strike of secondary teachers occurred on the 23rd of February, 1978. Other actions have included PPTA members refusing to administer University Entrance examinations as a tactic to pressure the government to change sixth form assessment.

3.2 Recent Changes in the PPTA

In 1987 the PPTA faced two major changes. Firstly the PPTA became a registered union under the State Sector Act 1988. Prior to this the PPTA was not legally required to comply with the legislation which industrial trade unions had to observe. The State Sector Act required that the PPTA follow the legislation in the Labour Relations Act 1987 and hence a number of changes to the PPTA constitution were necessary. These constitutional changes have not been finally resolved. The PPTA has been able to retain voluntary membership however, whereas other unions have compulsory unionism clauses.

The second major change that faced the PPTA was the introduction of Tomorrow's Schools¹. Tomorrow's Schools brought a number of changes to the primary and secondary education sectors and created stress for many people in the education system. Teachers faced increased workloads and this has been noted to have affected the morale of the teaching profession (Gamlin, 1990).

Tomorrow's Schools also has affected the labour relations systems in schools. The new Boards of Trustees have the ability to take a more active labour relations role than the previous Boards of Governors in secondary schools and the School

¹ "Tomorrow's Schools" is a term used to refer to the changes in educational administration since 1988. On the 10th of May 1988 a report titled "Administering for Excellence" (more popularly known as the Picot Report) was published which proposed changes to the administration of secondary and primary schools. After reviewing submissions on this report, in August 1988 a report was published titled "Tomorrow's Schools" which embodied most of the changes recommended in the Picot report. The changes to education as outlined in "Tomorrow's Schools" were put into operation on the 1st of October, 1989.

Committees in primary schools. Under the old system the Boards of Governors were little involved with labour relations matters. Negotiations took place at a central level between the PPTA, Department of Education and the State Services Commission with the Boards of Governors input being through a Secondary School Boards' Association representative or assessor. At the moment conditions of service and salaries are still being negotiated at the central level with the Ministry of Education (replacing the old Department of Education), the State Services Commission and the PPTA. However the State Services Commission has the policy that entitlements will be removed from the award and devolved to the Boards of Trustees (Good, 1989). Thus the Boards of Trustees would have more power in determining the terms and conditions of the staff, and may soon have full responsibility for dealing with disputes of interest.

In general the PPTA, and the education sector as a whole, has faced a number of major changes in recent years. In addition to this the 1989 and the 1990 Secondary Teacher Award negotiations were marked by considerable friction. In 1989 the teachers held three stopwork meetings and threatened to take strike action. In 1990 the award negotiations were also difficult though the teachers held only one stopwork meeting (on May the 21st 1990) and the award round was settled on the 6th of June, with fewer disruptions than had occurred in the previous year.

The most recent change is the proposal for the PPTA and the NZEI to amalgamate to form a combined teachers' union. The details of this amalgamation are not known, but it is proposed that the amalgamation will take place over the next three to five years ("Secondary Teachers", 1990).

3.3 Aims of the PPTA

The stated objectives of the PPTA are:

- "A: To advance the cause of education generally and of all phases of secondary and technical education in particular*
- B. To uphold and maintain the just claims of it's members individually and collectively*
- C. To affirm and advance the Treaty of Waitangi as embodied in the first schedule of these rules."* (The Constitution of the PPTA May 1990 with August 1990 amendment)

These aims demonstrate the dual role of the PPTA. The first aim is concerned with the professional issues whereas the second aim is concerned with the rights of the members, that is the union role. The third aim was added to the constitution at the PPTA Annual conference in August 1990.

3.4 Structure of the PPTA

The PPTA structure consists of two groups, the members and their representatives, and the paid officials of the PPTA.

There are several levels of representation for the membership group (see Figure 1). At the lowest level each school forms a branch. Therefore each member's branch is the school where he or she teaches. Within this branch a number of positions are available for any branch member to hold: chairperson, secretary, Women's officer, Maori officer and treasurer. Representatives are elected by a vote from the branch members. The branches run autonomously, with meetings being held when and where the branch wishes.

The second level of membership organisation is the region. Branches are grouped into 24 regions. Regional positions are analogous to branch positions: chairperson, secretary, Women's officer, Maori officer and treasurer. Any member in the region can stand for election to a regional position. Representatives are elected for a term of one year. Three regional meetings are held every year, once each school term.

The third level of membership organisation is the national executive which meets five times each year. Again, any member can stand for any of these positions. The Executive consists of full or part-time teachers. The aim of the executive is to manage the affairs of the association. In 1988-1989 the National Executive consisted of 28 positions. The executive is advised by a number of executive subcommittees on which any PPTA member is eligible to sit. These committees are established as

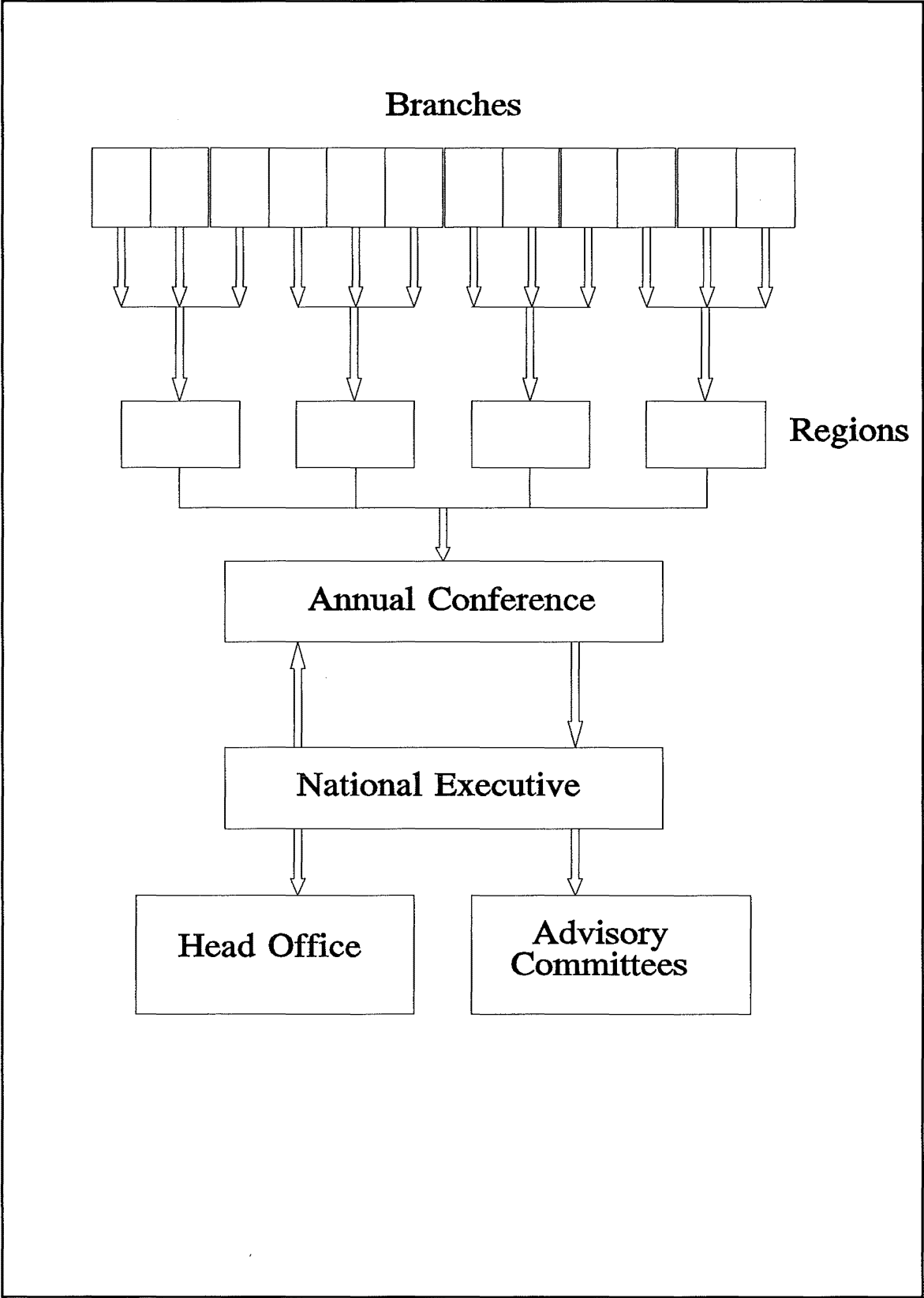


Figure 1: Summary organisational chart of the PPTA

required. Examples of the type of committees are the Area School advisory Committee, the Curriculum Advisory Committee and the Principals' Advisory Committee. The National Executive carries out the policies that are decided at the August annual conference. Again any member can be a delegate at the Annual Conference, with representation on a regional basis.

The second group of the organisational structure is the paid officials of the PPTA. There are 42 people employed by the association, 30 in Wellington and 12 in the regions. An important sub-group in this staff is the field officers whose duties are to help and advise any PPTA member. They are often involved in the initial stages of any grievance that a PPTA member may wish to address.

The PPTA is organised so that the paid officials implement the plans and decisions of the National Executive, which have been determined at the annual conference. Other issues may also be decided on outside the annual conference by a membership vote.

3.5 Membership

The PPTA membership currently stands at 13,037 members (figures as of the 17th May 1990). Using the 1986 census figure of 16,731 secondary teachers, and assuming little change in the total numbers in this occupational group from 1986 to 1990, then the PPTA represents approximately 80% of all secondary teachers.

3.6 Participation in the PPTA

From the description of the structure of the PPTA it can be seen that the conduct and organisation of the association relies upon considerable voluntary efforts of the associations' members in addition to the work of the 42 paid staff. Therefore many of the activities in the organisation must be carried out by individuals who do not receive any extrinsic rewards or face any compulsion to do the work. The question

that can be raised is "what motivates people to become involved in the activities of the PPTA and other unions?". This question and others will be addressed in this research.

3.7 Aims of the Study

The main aim of this study is to examine the reasons why people are members of the PPTA and why these members participate in the PPTA's activities.

As noted from the literature, four main dependent variables have been considered as measures of trade union involvement: behavioural participation, union joining, union membership and union commitment. Union joining is a variable that is used in American research where workers vote for union representation, or indicate whether they will join a union after a union has gained rights to represent the group of workers. This variable is not appropriate for the New Zealand setting where with some minor exceptions, union representation elections have not occurred in recent years. Union commitment is often measured using Gordon et al.'s (1980) scale that was developed in the American setting. Without extensive modifications this scale was not considered to be appropriate for the New Zealand setting. Therefore the two other measures of trade union involvement, membership and behavioural participation, were used as the dependent variables in this research. It is noted that PPTA is one of the few New Zealand unions where membership is voluntary allowing membership to be used as a dependent variable.

As can be seen from the literature several classes of variables have been considered in relation to trade union membership and behavioural participation. These variables can be classified into six groups: demographic variables, attitudes towards work, attitudes towards unions, features of the union, workplace characteristics and social relations. Three of these groups of variables can be considered in relation to the three theories that Klandermans (1986a) identified as having been used to explain general participation in trade unions. The three theories considered are:

frustration-aggression which examined work attitudes, rational choice which examined union attitudes and interactionist which studied social variables. Two other groups of variables which have been important in past studies are features of the union and demographic variables. The sixth group of variables, characteristics of the workplace were not found to be related to involvement in unions to a great extent.

This research will compare which of these five groups of variables, excluding workplace characteristics, is able to explain the most variance in why people participate in the PPTA. This will also allow the testing of which of the three theories identified by Klandermans (1986a) has more explanatory power. Furthermore the difference between members and non-members on these five groups of variables will also be considered.

In addition, the dimensionality of behavioural participation will be considered. As was noted in the literature review, McShane's (1986) research established that behavioural participation consists of a number of different types of participation. In this research the construct of behavioural participation will be examined to determine if there are different forms of participation in the PPTA.

While workplace characteristics will not be examined directly, the differences amongst the workplaces will be able to be examined by comparing the scores on the dependent and independent variables among the workplaces (or schools). It is not expected on the basis of the past research that there will be many differences among the schools.

The final research question concerns the recent changes that faced the PPTA and schools stemming from Tomorrow's Schools and the State Sector Act 1988. The changes in teachers attitudes with the introduction of these two changes shall be assessed.

3.7.1 Research Objectives

The research objectives are:

- 1) To compare the explanatory power of five groups of variables used to explain behavioural participation in trade unions, that is, demographic variables, work attitudes, union attitudes, social relations and features of the union, with respect to the PPTA members.
- 2) To compare differences in the demographics, work attitudes, union attitudes, features of the union and social relations between PPTA members and non-members.
- 3) To examine which of three theories: frustration-aggression, rational choice and interactionist, explain behavioural participation in the PPTA.
- 4) To examine the dimensionality of behavioural participation in the PPTA.
- 5) To examine differences in the workplace by comparing differences among the schools, in demographics, work attitudes, union attitudes, features of the union, social relations and behavioural participation.
- 6) To examine the changes in teachers attitudes with the introduction of Tomorrow's Schools and the State Sector Act (1988).

CHAPTER 4

METHODS

4.1 Subjects

The subjects for this study were 342 high school teachers who were either current members of the PPTA or who were eligible to be members. The sample consisted of 174 males (50.9%), 165 females (48.2%) and 3 people who did not record their sex (0.9%). The ages of the subjects ranged from 22 years to 60 years, with an mean age of 39.8 years. Respondents were mainly PPTA members, with 323 (94.4%) being members and 19 (5.6%) non-members.

4.1.1 Sample Selection

Subjects were sought by writing to the principals of the 19 state secondary schools in the Christchurch region (see Appendix 1 for letter). From these 19 schools, the principals of 11 schools agreed to participate in the study. Nine of the 11 schools were used in the final study as two were eventually unable to participate. One school was excluded as the meeting time became unsuitable. The other school was eliminated as no staff member completed a questionnaire.

The result of this approach is a convenience sample (Nachmias and Nachmias, 1981). While this introduces possible biases due to non-random selection of the subjects from a population, the practical limitations made it difficult to use a random sampling technique. The PPTA administration does not have a list of the private address of its members as all PPTA correspondence is sent to the place of work. Therefore it was necessary to contact subjects at their schools, making it necessary to gain permission from the school principal. It was only possible to use subjects from schools that agreed to participate in the study.

4.2 Research Instrument

For this research a questionnaire, which covered the following areas was developed (see Appendix 2):

- i) Biographical information regarding the subjects' age, sex, number of dependants, and political orientation.
- ii) Social relations, which consisted of questions about the subjects' family background in trade unions, and social contacts with other PPTA members and fellow teachers.
- iii) Features of the PPTA including contact with officials, knowledge of meetings, convenience of meetings and acknowledgement for participation in the PPTA.
- iv) An expectancy scale which measured the costs and benefits that the subjects perceived to be related to participation in the PPTA.
- v) Attitudes towards work, which included two scales; job satisfaction and job involvement.
- vi) Changes in attitudes to work with the introduction of Tomorrow's Schools and changes in attitudes towards PPTA with the introduction of the State Sector Act 1988.
- vii) Participation in the PPTA
- viii) A page for any additional comments that subjects may have had.

This was not the order in which the questions were presented in the questionnaire to the subjects. For ease of answering, the questions were grouped according to format. Questions requiring subjects to tick boxes were grouped together followed by the questions answered on a Likert scale. In the following sections and in Table 1 the question numbers for the questionnaire in appendix 2 will be presented.

Table 1
Question Numbers for Questions in Questionnaire in Appendix 2.

Variables	Question Numbers
Independent Variables	
<i>Demographic</i>	1 to 5
<i>Social Contacts</i>	
1. Social background	6 to 8
2. Current social contacts	9 to 14
<i>Union Features</i>	15 to 22
<i>Expectancy Scale</i>	
1. Instrumentality	32 to 43
2. Valence	44 to 55
<i>Work Attitudes</i>	
1. Minnesota Satisfaction Questionnaire	56 to 75
2. Job involvement	76 to 93
<i>Changes in Attitudes</i>	94 to 100
Dependent Variables	
<i>Membership in the PPTA</i>	24
<i>Participation in the PPTA</i>	25 to 31

4.2.1 Demographic

Questions were asked regarding the subjects' age, sex, number of dependants, political strength and orientation (questions 1 to 5 in questionnaire in Appendix 2). These items were closed response questions requiring the subjects to tick a box for the category that best represented their response.

4.2.2 Social Contacts

The second section of the questionnaire consisted of two sets of questions regarding the subjects' social relations with trade union members. The first set of questions investigated the subjects' family background in trade unionism (see questions 6 to 8 in Appendix 2). Three questions asked about the subject's parent who was the main family wage earner regarding their occupation, political orientation and trade union involvement.

The second group of questions consisted of six questions (questions 9 to 14 in Appendix 2) which investigated the subjects' social contacts with other trade unionists, work mates and other PPTA members. These questions were adapted from a study by McCallister and Fischer (1978) which examined relationships among members of a community. From McCallister and Fischer's (1978) study six questions were developed in total. Three questions asked about the numbers of friends in a trade or professional union, in the PPTA and at their workplace, and three questions asked about the frequency of social interactions with workmates and PPTA members. All the questions required the respondents to answer by ticking a box next to the answer that best represented their response.

The social contact questions were converted to standardised (Z) scores and then added together to make a scale. Internal reliability of the scale was tested by using the SPSS^x reliability procedure. The internal reliability coefficient, alpha, was at an acceptable level, at .7697.

4.2.3 Union Features

Eight questions (questions 15 to 22) asked questions about the functioning of the PPTA. The questions were designed to cover the more practical aspects of union involvement, such as the time required to travel to meetings², the ease of contact with the PPTA representative, the convenience of the time of meetings, the encouragement and acknowledgement for participating in the PPTA, and contact with PPTA field officers and officials.

There has only been one scale measuring features of the union, that used by Glick et al. (1977). This scale however was not appropriate for two reasons. First many of the questions were inappropriate for the PPTA organisational structure. Second many of these questions were similar to questions used in the instrumentality scale of the expectancy scale which is discussed below. Similar questions would have caused problems with the multiple regression analysis which requires that the independent variables are not highly correlated.

Therefore a scale to measure the features of the PPTA had to be developed by the researcher. The questions were developed from Griffin and Benson's (1989) study of barriers to participation in trade unions. Their study identified six features of the union organisation that were barriers to participation: the place of meetings, the timing of meetings, lack of information about union events, lack of recognition, lack of training and lack of encouragement. In conjunction with the Canterbury Regional Secretary of the PPTA, questions were designed to measure these aspects of the PPTA. In addition to this, two questions were asked about the level of contact that the member had had with PPTA officials. All questions were again multiple response format where subjects ticked the box next to the answer that best represented their response.

². The question on time to travel to meetings was actually worded as "time to travel to the work place" as all PPTA branch meetings are held at the school.

These eight questions were again combined to form a scale after being converted to standardised scores. One of the questions, time to travel to work was removed from further analysis as it correlated very poorly with the other items in the scale, with a corrected item total correlation of -.09. With this item removed the internal reliability measure, alpha, was .6808.

4.2.4 Expectancy Scale

The development of the measurement scales derived from expectancy theory requires two steps. First the outcomes associated with the behaviour in question, in this case participation in the PPTA, are specified. Second these outcomes are then worded to form two scales, one measuring instrumentality (I) and the other valence (V). In the data analysis stage these two scales are then combined to form the expectancy measure by multiplying the instrumentality and valence score for each outcome together and summing all the outcome scores together ($\Sigma(I \times V)$).

The first stage of the expectancy scale development involved establishing the outcomes that were associated with participation in the PPTA. For this 10 secondary school teachers were interviewed and were asked what outcomes they saw as being associated with participation in the PPTA (see Appendix 3 for interview schedule and details of the development study). From these interviews a list of outcomes was generated. The total number of outcomes came to 23 with 12 outcomes being mentioned by more than two respondents. The appropriate number of outcomes for applying the expectancy model has been the focus of a number of reviews (eg. Connolly, 1976; Mitchell, 1974; Parker and Dyer, 1976 and Schwab, Olian-Gottlieb and Heneman, 1979). The most recent review Mitchell (1982) concluded that those studies using 10 to 15 outcomes controlled the most variance. With more than 15 outcomes the validity of the scale decreased as less important outcomes were included. Thus the 12 outcomes that were mentioned by more than two subjects were used as the outcomes in the expectancy scale (see Appendix 3 for table of outcomes).

From these outcomes the instrumentality and valence questions were constructed. The instrumentality questions (see questions 32 to 43 in Appendix 2) were constructed by asking "How likely is it that your participation in the PPTA will lead to [outcome]?". Subjects rated their answers on a seven point Likert type scale ranging from extremely unlikely (1) to extremely likely (7). The valence scale (see questions 44 to 55 in Appendix 2) was constructed by asking "How desirable is to have the [outcome]?". Again a seven point Likert scale was used ranging from extremely undesirable (1) to extremely desirable (7).

One issue in the literature on expectancy theory has been the wording of this valence scale. Vroom (1964) conceptualised valence as the anticipated satisfaction or the desirability of outcomes. However earlier research, for example Mitchell & Allbright (1972), Wanous (1972) and Lawler (1968), used the wording "importance" rather than "desirability". Schwab et al. (1979) reviewed 31 studies and found that when valence is measured as "desirability" then more variance was controlled for. Therefore in this study "desirability" was used for the wording of the valence item.

The reliability of this scale was calculated using the SPSS^x reliability procedure. One outcome, that is, PPTA participation working against gaining a job promotion, was not very reliable as it correlated poorly with the other items in the scale (corrected item total correlation of -.1057). This item was removed from further analysis and the internal reliability, alpha, was .8615, for the remaining eleven items.

4.2.5 Attitudes Towards Work

The questions concerning work attitudes came from two well validated and standardised measures. The Minnesota Satisfaction Questionnaire short form (Weiss, Dawis, England and Lofquist, 1967) was used to measure job satisfaction and the Job Involvement Scale (Lodahl and Kejner 1965) was used to measure job involvement.

The Minnesota Satisfaction Questionnaire (MSQ) short form contains twenty items that when totalled together give a general satisfaction score (See questions 56 to 75 in Appendix 2). Scores on specific items can also be totalled to give a measure of intrinsic satisfaction and extrinsic satisfaction. It was considered to be desirable to use a scale that had both a general satisfaction measure and an extrinsic satisfaction measure, as past research has used both measures for the prediction of union participation.

The MSQ has a reported reliability coefficients of 0.90 for general satisfaction, 0.80 for extrinsic satisfaction and 0.86 for intrinsic satisfaction. Test-retest reliability scores ranged from 0.89 for one week to 0.59 over a year. The MSQ correlates at 0.71 with the Job Descriptive Index, another measure of job satisfaction (Cook, Hepworth, Wall and Warr, 1981).

Four questions in the MSQ were changed to make them more applicable to the teaching profession. In two of the questions, 60 and 61, the words "boss" was replaced with "principal" because in the organisational structure of the school it is difficult to determine who is the boss. The question regarding the subjects' satisfaction with steady employment was deleted because this item would not vary a great deal amongst teachers. Finally question 65 was changed from "the chance to tell people what to do" to "the chance to guide and advise people". This change was made as modern teaching practices and school organisations are moving away from authoritarian roles towards student centred learning. A question phrased as "the chance to tell people what to do" was unlikely to be received in a positive way by the subjects.

All questions were answered on a five point scale ranging from very dissatisfied (1) to neutral (3) to very satisfied (5).

The second measure of work attitudes was Lodahl and Kejner's (1965) Job Involvement Scale (see question 76 to 93 in Appendix 2). This job involvement scale consists of twenty items and has been shown to be highly reliable with a Spearman-Brown internal reliability coefficients ranging from 0.72 to 0.89 (Cook et al., 1981). Questions concerning the construct validity of the Job Involvement Scale have been

raised. From the initial work by Lodahl and Kejner (1965) it is unclear whether job involvement is predicted by the personal characteristics of the individual or by the characteristics of the job. Research by Rabinowitz, Hall and Goodale (1977) appears to have resolved some of this debate. They showed that both individual and job characteristics are important in predicting job involvement. Therefore the Job Involvement Scale measures both a stable orientation of the individual and a situationally determined attitude.

A five point scale was again used ranging from strongly disagree (1), neutral (3) to strongly agree (5). The Job Involvement Scale has been used with a four and a five point response scale. The four point scale contains no neutral position. To date there has been no literature to suggest which is the better scale to use. In this research it was decided to use a five point scale that allowed respondents to have a neutral choice.

4.2.6 Changes in Attitudes

This section (see questions 94 to 100 in Appendix 2) consisted of seven questions that inquired into the change in attitudes towards work with the introduction of Tomorrow's Schools and the changes in union attitudes with the PPTA becoming a union under the State Sector Act 1988. It was considered that these changes may have affected teachers attitudes in recent months. It was also noted that teachers seemed to want an outlet to discuss issues to do with the recent changes in education. The questions were again answered on a five point scale ranging from decreased a lot (1), no change (3) to increased a lot (5).

4.2.7 Participation in the PPTA

The dependent variables were measured by asking eight questions (see questions 24 to 31 in Appendix 2) about participation in the PPTA. These questions were developed in conjunction with the Canterbury regional secretary of the PPTA. Questions asked about subjects' membership in the PPTA, meeting attendance, number of positions held within the PPTA, attendance at stopwork meetings, voting and reading the union literature.

The questions on meeting attendance were phrased in terms of the percentage of possible meetings that were attended in the last twelve months. It was not feasible simply to ask the actual number of meetings that the subjects attended as each branch had a different number of meetings over the year. The number of stopwork meetings attended was however able to be quantified as three stopwork meetings were held for the Canterbury region.

Questions concerning voting behaviour related to two issues that members had been able to vote for in 1990, the decision for trade unions to form a compact with the government and the conditions of the 1990 secondary teachers' award. Early in 1990 each branch chairperson had been contacted by the regional secretary to place these two issues for a general membership vote at a branch meeting. The respondents were asked if they had voted on one or both of these issues.

Each position within the PPTA that a member was eligible to hold was specified and respondents were asked to indicate if they had held any of these positions. The positions were specified to help the respondents remember what positions that they may have held in the past.

Finally two questions about the frequency of reading the two PPTA publications, the *PPTA News* and the *PPTA Journal*, were asked. All questions required the subjects to tick boxes next to the answer.

4.2.8 Comments

The final section of the questionnaire was one page that asked respondents for any comments they might wish to record.

4.3 Procedure

Prior to administering the questionnaire, it was necessary to obtain permission from the PPTA National Executive and ethical approval from the University of Canterbury's Department of Psychology Ethics Committee. Ethical approval was granted on the 8th of March 1990 and permission from the PPTA was granted on the 9th March 1990.

4.3.1 Pilot Study

The questionnaire was piloted on the 3rd of April at a local high school (see Appendix 4 for copy of the questionnaire) which was not involved in the final study. At a morning staff meeting the researcher informed the subjects of the purpose of the study and that the study had permission from the PPTA National Executive. Questionnaires were left in staff members' pigeon holes and they were asked to leave the answered questionnaires in a box in the staff room. In total 50 pilot questionnaires were distributed. The completed questionnaires were collected the following day.

Twenty-three staff members answered the questionnaire. The sample consisted of 10 males and 11 females, with 2 subjects not recording their sex. The ages ranged from 20 to 60, with the modal age falling in the 41 to 50 age bracket. All respondents were PPTA members.

From the comments and statistical analyses a number of questions were changed. The modified version of the question was then taken to two PPTA members. In an interview setting the PPTA member and the researcher worked through the questionnaire noting any responses that were difficult to answer. The major changes

that were made to the questions were to items in the expectancy scale (see Appendix 4 for details).

4.3.2 Administration of the Questionnaires

As mentioned in the section on sample selection, 11 schools agreed to participate in the study. Three different techniques were used to distribute the questionnaires depending upon the school's preference. Three schools agreed to the distribution and completion of the questionnaire in staff meetings. In this circumstance the researcher informed the subjects of the purpose of the study and questionnaires were handed out and completed during the meeting. It was emphasized that it was voluntary choice to fill out the questionnaire. However nearly all (90 to 95%) of the staff members at the meetings completed the questionnaires.

The second method of delivering questionnaires, to two schools, required the researcher to attend a staff meeting to explain the purpose of the study and leave the questionnaires in staff members' pigeon holes. A box was left to deposit the completed questionnaires and these were collected a week later. Response rates were considerably lower than in the former case, with response rates ranging from 31.25% to 34.8%.

The third method of distribution, involving four schools, required the branch PPTA representative to organise the delivering and collection of questionnaires. The researcher met the respective PPTA representatives to explain the purpose of the study and the questionnaire, and then each PPTA representative delivered the questionnaires to the appropriate staff. Depending on the time the PPTA representative required the questionnaires were collected at a later date. The response rates ranged from 33% to 80%. The variation in response rates depended to a large extent on the enthusiasm of the PPTA representative.

At one school the questionnaires were delivered to the school secretary and collected a week later. No staff member from this school completed a questionnaire.

4.3.3 Debriefing

A summary of the research findings was sent to all of the schools that participated in the study and the school that was involved in the pilot study (see Appendix 5). The letter briefly reminded the subjects of the purpose of the research and explained the results. The focus of the letter was on more practical results and implications rather than the theoretical issues that were examined.

CHAPTER 5

RESULTS

5.1 Introduction

Data were analyzed to address five issues. These in order of presentation are:

- i) The dimensionality of participation in trade unions. A factor analysis was conducted to determine the number of factors that underlie behavioural participation in trade unions.
- ii) Comparisons of the five sets of variables examined in past research of behavioural participation in trade unions. Comparisons of the independent variables were conducted separately for the each of the factors of the dependent variable using a hierarchical multiple regression.
- iii) The comparison of members of the PPTA with non-members. The differences in the members mean scores and non-members mean scores were compared using a Mann-Whitney *U* test.
- iv) The differences among schools were investigated using a oneway analysis of variance.
- v) Changes in teachers' attitudes towards work and the PPTA that have occurred with the introduction of Tomorrow's Schools and the State Sector Act (1988) were analyzed by examining descriptive statistics.

In addition to this the comments made by the subjects and two post-hoc analyses will be discussed.

5.2 Dimensionality of Participation in Trade Union

To examine the dimensionality of participation in trade unions the eight questions regarding behavioural participation in the PPTA were factor analyzed. A principal components factor analysis with varimax rotation was used.

Prior to conducting a factor analysis two tests were conducted that investigated the adequacy of applying a factor model. The first test was the Kaiser-Meyer-Olkin measure of sampling adequacy which tests whether correlations between pairs of variables can be explained by the other variables in the correlation matrix. Low values, 0.5 and below, indicate that factor analysis is not feasible as the correlations between pairs of variables are not explained by the other variables in the matrix. In this matrix the Kaiser-Meyer-Olkin measure was 0.70, which is described as "middling" (Norušis, 1985) indicating a that factor analysis is appropriate.

The second test used to investigate the suitability of factor analysis was the Bartlett test of Sphericity, a test which examines whether correlations between variables are large enough to warrant a factor analysis by determining whether the correlation coefficients are significantly different from zero. The Bartlett test statistic of 55.70 was significant at the $p < .0000$ level, indicating that the correlations were significantly different from zero. This test also confirmed that a factor model was appropriate to use with this data.

The factor analysis was conducted using SPSS^x FACTOR programme. From the initial statistics of the principal components analysis three factors had eigenvalues greater than 1.0. These three factors combined accounted for 63.9% of the variance. The first factor accounted for slightly more than half the variance, 35.2%. Factor two and factor three accounted for 15.9% and 12.8% of the variance respectively. Therefore a three factor solution was used. This was rotated by a varimax rotation, as presented in Table 2.

Table 2
Factor Solution for Participation in the PPTA with Varimax Rotation

ITEM	FACTOR			communal -ity
	1	2	3	
Attendance at meetings	.68893*	.27164	-.02122	.54611
Speaking at meetings	.62805*	.25691	.37440	.60062
Holding positions	.30591	.27440	.54964*	.47098
Attend stopwork meetings	.79063*	.00156	-.09015	.63322
Voting	.64864*	.00470	.24933	.48060
Reading <i>PPTA Journal</i>	.09263	.89860*	.11046	.82049
Reading <i>PPTA News</i>	.14374	.89229*	.11046	.82905
Committee Member	-.04895	-.01492	.85278*	.72986
Eigenvalues	2.81602	1.26970	1.02523	
Percentage of variance Explained	35.2	15.9	12.8	

* =Factor loadings above .50

Loadings of .50 or above were used to determine which variables loaded highly on each factor. Factor one consisted of four such variables: 1) attendance at PPTA branch meetings, 2) speaking at PPTA branch meetings, 3) attending stopwork meetings and 4) voting. While voting may appear anomalous to some extent with the other three variables it must be noted that for subjects to vote then they must attend a branch meeting. Factor one was thus labelled *Meeting Involvement*. Factor two consisted of two variables 1) reading the *PPTA News* and 2) reading the *PPTA Journal*. This factor was labelled *Reading Union Literature*. The third factor also consisted of two variables, 1) holding a position in the PPTA and 2) being on a PPTA committee and was labelled *Administrative Involvement*.

From these factor loadings the factor scores were calculated. First, all the variables were converted to standardised or Z scores. Second, variables that loaded on a factor greater than .50 were added together to form the score on this factor.

Three factor scores were established and these were used as the three dependent variables in further analyzes.

Correlations between factor one, factor two and factor three are presented in Table 3, and this shows that these factors are not highly correlated. This further supports a three factor solution.

Table 3
Pearson Correlation Coefficients between Factor 1, 2, and 3

	Factor 1	Factor 2	Factor 3
Factor 1	1.0000		
Factor 2	.3294	1.0000	
Factor 3	.3309	.2552	1.000

In summary, trade union participation was multidimensional. Three factors were found, *Meeting Involvement*, *Reading Union Literature* and *Administrative Involvement*.

5.3 Comparison of Variables associated with Behaviourial Participation

For the comparison of variables associated with behaviourial participation in trade unions three separate hierarchial multiple regressions were conducted for each factor of behaviourial participation (see above section). Prior to conducting the regression analyzes the correlation coefficients were examined to check for problems of multicollinearity. Multicollinearity is when an independent variable correlates highly with another independent variable. If independent variables correlates .60 or above then a problem with multicollinearity exists (Hedderson, 1987). From the correlation matrix (see appendix 6) three independent variables correlated above .60. The subscales of the general satisfaction scale, intrinsic satisfaction and extrinsic satisfaction correlated very highly (.92 and .85) with general satisfaction. Thus only the one measure of satisfaction was selected to be used in the multiple regression analyses,

that of general satisfaction³. Other correlations among independent variables were all below .60, thus a multiple regression procedure was appropriate for the analysis of this data.

A hierarchial multiple regression is a form of multiple regression where the independent variables are entered into the regression equation in a pre-determined sequence. This sequence of entering the variables is decided by the researcher and is based on theoretical reasons about the causal priority of the variables (Cohen and Cohen, 1983). In this research some of the independent variables, the demographic and social background variables are considered to be causally prior to the other independent variables such as work attitudes, current social relations, expectancy and features of the union. For example a demographic variable such as sex could influence another independent variable such as work attitudes but it is not possible that work attitudes could influence sex. Therefore in the regression analysis the three demographic and three social background variables are entered first, as one set, followed by the other five independent variables in a second set (see figure 2).

By the use of hierarchial multiple regression, the first step allows the examination of the unique variance associated with the six demographic variables (controlling for the intercorrelations between the six variables). In the second step the five other variables are entered which shows the variance associated with all the variables in both set one and two (controlling for the intercorrelations between all the variables).

Further analyses were also carried out where subsets of variables were entered into the equation to determine their combined effects when entered together. Two groups of variables were combined to form subsets. The first subset was job involvement and job satisfaction which were combined to form a subset called work

3. Separate regression equations were conducted using extrinsic and intrinsic satisfaction rather than general satisfaction. However these made only minor differences to the results and are not included in the discussion of the results.

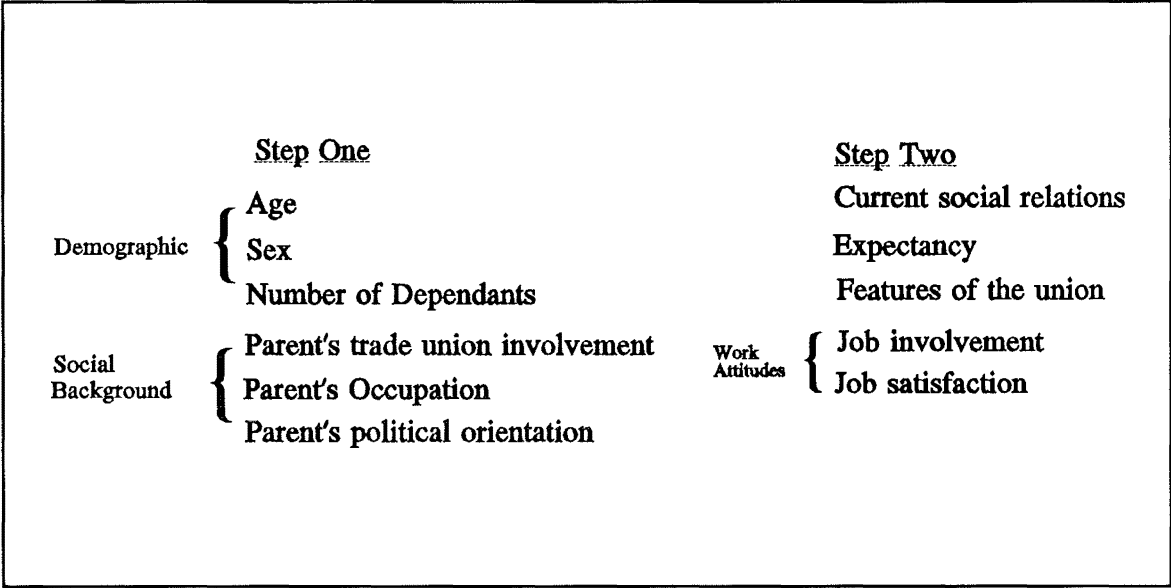


Figure 2: Order of variables entered into regression equation.

attitudes. The second subset combined the social background variables (parent's occupation, political orientation and trade union involvement) and current social relations form a subset called social variables. By entering the variables as subsets a comparison of the three theories proposed by Klandermans (1986a) was possible. The subsets of variables each represent a theory, the work attitudes represent the frustration aggression theory, the social variables the interactionist theory and expectancy the rational choice theory. These subsets were then entered into the regression equation and the increase in the variance accounted for above that accounted for by the other variables in the equation was examined. A large change in the variance accounted for (R^2 change) indicates that the particular subset of variables provides unique information about the dependent variable that is not explained by the other independent variables (Norušis, 1985). The significance of the R^2 change can be examined by a Analysis of Variance. A significant F-ratio in the Analysis of Variance indicates that the variable provided unique information above that provided by the other variables.

Missing data were handled by omitting all cases where there is a missing value on any variable, called listwise deletion of variables. While this decreased the number

of cases from 319 to 229, listwise deletion is preferable as it ensures that the multiple regressions are computed from the same population (Nie, Hull, Jenkins, Steinbrenner and Bent, 1975).

The hierarchial multiple regressions shall be discussed in turn for each factor of the dependent variable, beginning with factor one, *Meeting Involvement*.

5.3.1 Regression of Meeting Involvement

The variables were entered in two steps, step one the demographic and social background variables, and step two the five other variables. Table 4 shows the beta weights, the amount of variance accounted for (R^2), the multiple correlation and the significance levels of the hierarchial regression.

In the first set of variables entered, examination of the beta weights shows that age is the only significant variable in this set. The direction of the results show that older subjects had higher *Meeting Involvement* scores. The total variance accounted for by all the demographic variables was 5%. In the second set four of the variables were significant, the exception being job involvement. The beta weights showed that the union scale accounted for the most variance. This indicates that those subjects with a higher *Meeting Involvement* believe their efforts with the PPTA are acknowledged, meeting times are convenient and they have had more contact with union officials. General satisfaction and friends had similar beta weights of -0.17 and 0.18 respectively. The negative beta weight for general satisfaction indicates that those respondents with a lower general satisfaction had a higher *Meeting Involvement*. The friends scale showing that those subjects with more friends at work and in the PPTA have a higher *Meeting Involvement*. The beta weight for expectancy was not as high showing that this variable accounted for less variance than the other variables.

Further analyses to assess the relative importance of each of the theories was conducted. Results are presented in Table 5 and it can be seen that all three subsets of variables are able to produce a significant change in the R^2 . This indicates that each of the theories provide unique information about the dependent variable.

Table 4
Standardized Regression Coefficients from Hierarchial Regression for Meeting Involvement.

Independent Variables	Meeting Involvement
SET ONE	
Age	.19**
Sex	-.09
Parent’s political orientation	.01
Parent’s occupation	.04
Parent’s trade union involvement	.11
Number of dependants	-.03
SET TWO	
Union features	.32**
Friends	.18**
Expectancy	.17*
General Satisfaction	-.17**
Job Involvement	.06
Total R²	.359**
Multiple Correlation	.599**

* p<.05 ** p<.01

Table 5
R-Squared Change for Groups of Independent Variables for Meeting Involvement

Independent Variables	R ² Change
Work Attitudes	.02*
Expectancy	.02*
Social	.02*

* p<.05 ** p<.01

5.3.2 Regression for Reading Union Literature

The second hierarchial regression was carried out exactly the same as for the first factor. Beta weights are presented in Table 6. From the first set of variables, age again was the only significant demographic variable, with older subjects scoring higher on *Reading Union Literature* (see Table 6). These six demographic variables accounted for 12.2% of the variance. When the second set of variables were entered, expectancy was the only variable with a significant beta weight, and the direction of the results suggest that those with a higher expectancy score read the union literature more often. The union features scale just failed to reach significance, with p=.06. Overall the variables from set one and set two accounted for 28.1% of the variance.

A second analysis was again conducted to determine which variables uniquely contributed to the variance above that of the other independent variables. For this the three subsets of variables were again entered and the R² change examined. Expectancy was the only theory related variable that explained a unique amount of the variance (see Table 7).

Table 6
Standardised Regression Coefficients from Hierarchial Regression for Reading Union Literature

Independent Variables	Reading Literature
SET ONE	
Age	.33**
Sex	.06
Parent’s political orientation	-.01
Parent’s occupation	-.08
Parent’s trade union involvement	.01
Number of dependants	.02
SET TWO	
Union features	.14
Friends	.05
Expectancy	.26**
General Satisfaction	.06
Job Involvement	.02
Total R²	.28**
Multiple Correlation	.53**

* p<.05 ** p<.01

Table 7
R-Squared change for Groups of Independent Variables for Reading Union Literature

Independent Variables	R ² Change
Work Attitudes	.01
Expectancy	.04**
Social	.00

* p<.05 ** p<.01

5.3.3 Regression for Administrative Involvement

The third hierarchical multiple regression involved the same procedure as that for factors one and two. As Table 8 indicates the only demographic variable of importance was sex. The direction of this result indicates that women are more likely to be involved in administrative positions than are men. Overall, these set one variables account for only 3% of the variance.

Of the second set of variables the features of the union scale was the only significant variable with results indicating that those with a higher union score were more involved in administrative positions. The total amount of variance accounted for was 19.8% overall for both sets of variables.

The R² change analysis indicates that none of the subsets of variables caused a significant change in the amount of variance accounted for (see Table 9).

Table 8
Standardised Regression Coefficients from Hierarchial Regression for Administrative Involvement

Independent Variables	Administrative Involvement
SET ONE	
Age	.10
Sex	.15*
Parent’s political orientation	.04
Parent’s occupation	.04
Parent’s trade union involvement	-.04
Number of dependants	.01
SET TWO	
Union features	.26**
Friends	.12
Expectancy	.08
General Satisfaction	-.10
Job Involvement	.12
Total R²	.19**
Multiple Correlation	.44**

* p<.05 ** p<.01

Table 9
R-Squared change for Groups of Independent Variables for Administrative Involvement

Independent Variables	R ² Change
Work Attitudes	.01
Expectancy	.00
Social	.01

* p<.05 ** p<.01

Factor three, however suffers from the problem of range restriction. A high percentage (65.6%) had never held a PPTA office, with the other 33.4% holding between one and six offices, while 87.1% had never been on a PPTA committee. Therefore it was decided to transform factor three into a dichotomous variable and conduct a discriminant analysis on the new variable. To form this dichotomous variable a subject who had either been on a committee or held a position was scored as one while those who had been on neither a committee nor held a position were scored as zero.

A discriminant analysis was conducted and results were only moderately successful. Two tests were conducted to test the suitability of the use of discriminant function analysis. The Wilks lambda statistic indicates whether the function is able to discriminate between groups. In this case the Wilks lambda statistic, which can vary between 1.00 and 0, was 0.79 which was rather large, indicating that the groups were not very different. The eigenvalue represents the discriminatory power of the discriminant function which for this function was rather low at 0.26. Overall the discriminant function was able to classify 67.9% of the cases correctly. Considering that 50% could be classified correctly by chance then the function is not very powerful. The standardised canonical correlation coefficients are analogous to the beta weights in a multiple regression equation, therefore they are little different from the beta weights and will not be reported.

5.3.4 Summary

From the three hierarchical regressions a number of variables were shown to account for a significant part of the variance. For the first factor, *Meeting Involvement*, age was the significant demographic variable with older people being more involved at meetings. For the second step of the regression four groups of variables accounted for a significant part of the variance. Subjects with higher expectancy (that is who saw the PPTA as providing more benefits), higher social contacts score (more friends at work and in the union), higher union features scale (that is they saw the union as more effective and efficient) and a lower general job satisfaction score were more involved in meetings.

For the second factor of participation, *Reading Union Literature*, again older people were more likely to read the literature. Subjects with a higher expectancy score were also more likely to read the union literature. For the third factor *Administrative Involvement*, women and those with higher union features scores were more likely to hold administrative positions.

The variables that were not important in any of these analyses were job involvement, parent's trade union background, parent's occupation, parent's political involvement and the number of dependants.

5.4 Comparison of Members and Non-members

Comparisons of the mean scores of the PPTA members and non-members on the independent variables were made. Initially the use of t-tests was considered. However, there was problem with the large difference in the sample size of the members and non-members with 19 non-members and 323 members. Unequal sample sizes in combination with a heterogeneity of variance violates the assumptions of the t-test causing the results to be spurious (Howell, 1987). Before conducting a comparison of means a test of homogeneity of variance, the Cochran-C test of

homogeneity variance, was conducted. With six of the variables the Cochran-C test was significant indicating that the variances were unequal. Thus a non-parametric test was used, the Mann-Whitney U test. The Mann-Whitney U test has fewer restrictive assumptions than does the t-test, as the samples are not required to have equal variances, but it is less powerful.

The Mann-Whitney U test showed significant differences in the means of five variables (see Table 10).

From Table 10 it can be seen that younger people were more likely to be non-members. Members had more friends at work and in the PPTA and higher union scale and expectancy scores than non-members. Extrinsic job satisfaction was lower for members than non-members.

Unfortunately this analysis does not allow for a multivariate comparison of the data. The small size of the non-members group did not permit a multivariate discriminant analysis to be conducted (Klecka, 1980). Hence it is not possible to determine which variables are important in determining membership when controlling for the effects of the other variables.

Comments from non-members also provided reasons why they had not joined the PPTA. In total 7 non-members wrote reasons, which ranged from a conflict with religious beliefs to an incident of mistreatment by another union. Part-time status was also given as a reason by two of the subjects. Four of the non-members also commented on the price of the subscription fee as a reason for not joining. A typical comment about the fees was

" I agree with the work and principles of the PPTA. However I cannot justify the PPTA subscription fee"

or

"The membership fee is extraordinarily poor value for money"

Part-time status, personal convictions and membership fees were the main reasons given for not joining the PPTA.

Table 10
Mann-Whitney *U* comparisons of Members and Non-members

Variable	Member mean rank	Non-member mean rank	<i>U</i> Statistic
Age	168.67	101.61	1658.0**
Sex	170.66	158.87	2828.5
No. of Dependants	167.87	170.18	2960.5
Parent's occupation	170.22	193.26	2655.0
Parent's Trade Union Involvement	171.19	149.97	2659.5
Parent's Political Orientation	167.85	188.21	2656.0
Friends	168.80	90.47	1457.5**
Union Features	153.57	89.00	990.0**
Expectancy	157.79	80.56	1216.5**
General Satisfaction	160.55	197.68	2011.5
Extrinsic Satisfaction	161.08	217.18	1731.0*
Intrinsic Satisfaction	165.27	178.75	2587.5
Job Involvement	158.10	156.06	2361.0

* $p < .05$ ** $p < .01$

5.5 Differences Among Schools

Oneway Analyses of Variance were conducted to compare the mean scores of the independent variables across the nine schools used in the survey. The Analyses of Variance showed differences for each of the eight variables reported in Table 11.

While the F statistic indicates that the population means are unequal, multiple comparison procedures are needed to determine which particular schools have different means. The Scheffé test was used for the multiple comparisons, as it is the most conservative of such tests.

Results from the Scheffé test showed that the sex differences that were significant at the $p < 0.05$ level were between the single sex schools (School A and B) and the other schools. Single sex school A’s teachers’ sex composition was significantly different from the that at schools B and G. Single sex school B had a significantly different teacher sex composition from schools A, D, G and I. The sex compositions of the staff in these two single sex schools reflected the gender of their pupils.

Table 11
F-statistics from Analysis of Variance for Eight Variables with Significant Results

Variables	F-Statistic
Sex	6.84**
No. of Dependants	2.36*
General Satisfaction	4.30**
Extrinsic Satisfaction	11.20**
Intrinsic Satisfaction	2.80**
Change in Satisfaction	3.19**
Change in Work Load	2.52*
Change in Difficulty of Work	2.17*

p * < .05 p ** < .01

While the F statistics indicate that the number of dependants differ across the schools the more conservative Scheffé test failed to establish any significant differences at the 0.05 level. A similar finding occurred for other variables: intrinsic satisfaction, change in job satisfaction, change in work load and change in work difficulty.

General satisfaction varied across the schools but the Scheffé test only identified one significant difference between the school with the highest satisfaction score, school F, and the school with the lowest satisfaction score, school I. Differences in extrinsic satisfaction were more significant with the two schools scoring the lowest on the extrinsic satisfaction measure, schools B and I being significantly different from the four schools scoring the highest on the extrinsic satisfaction score, schools A, D, E and F.

5.6 Changes in Attitudes

Data on the seven questions regarding the subjects' changes in attitudes with the reforms in education and labour relations were analyzed by examining the means, medians and modes (see Table 12). Further statistical analyses of these data was not possible as it was not expected that these questions would relate to any other variables in the study. Responses on the questions ranged from one to five with 1 indicating a decrease, 3 no change and 5 indicating an increase in the attitude in question since the introduction of Tomorrow's Schools or the State Sector Act.

Table 12

Mean Scores of Changes in Attitudes since Tomorrow’s Schools and the State Sector Act 1988.

Question	Mean	Mode	Median
Job Satisfaction since introduction of Tomorrow’s Schools	2.25	2.00	2.00
Job Commitment since introduction of Tomorrow’s Schools	3.10	3.00	3.00
Amount of work since the introduction of Tomorrow’s Schools	4.24	5.00	4.00
Difficulty of work since the introduction of Tomorrow’s schools	3.91	4.00	4.00
Involvement with the PPTA since the introduction of the State Sector Act	3.10	3.00	3.00
Concern for conditions of employment since introduction of the State Sector Act	3.81	3.00	4.00
Concern with professional issues since introduction of State Sector Act	3.81	3.00	4.00

The results indicated that satisfaction has decreased whilst there has been no change in the job commitment to teaching since the introduction of Tomorrow’s Schools. The amount of work and the difficulty of the work have both increased with the introduction of Tomorrow’s Schools, according to most of the respondents.

With the introduction of the State Sector Act 1988 involvement in the PPTA on average had not changed though the subjects’ concerns for professional issues and conditions of employment had increased.

Several comments also mentioned problems with changes stemming from Tomorrow’s Schools. The workload was a feature in a number of these comments. For example

"Frustration at extra paperwork (especially with Tomorrow’s Schools) that reduces time available for actual classwork"

or

"overworked, underpaid"

The extra stress of teaching was also commented on, such as

"still enjoying job-but demands and stress level increasing".

Overall, from the comments and the statistical analyses of the results Tomorrow's Schools appears to have had an impact on the workload and job satisfaction of teachers.

5.7 Comments

A final section of the questionnaire allowed subjects to write any comments about the PPTA or about the job. Eighty-three of the subjects chose to write comments but eight of these were either illegible or comments about the design of the research and questionnaire, leaving a total of 75 comments. These comments varied greatly in the topics that they covered. For this analysis comments with a similar theme were grouped together and are discussed below.

Comments expressed both support for the PPTA and dissatisfaction with the PPTA. Beginning with supportive comments 13 subjects noted the importance of a trade union especially with the current changes in education. For instance

"I have always been an active member and none of Tomorrow's Schools makes me want to be any less active"

Other comments expressed support for the general conduct and organisation of the PPTA, such as

"PPTA is an effective union- has my wholehearted support"

and

"I have been very happy with my involvement in PPTA and my value for money in fees. I have felt time spent in activities has been well spent"

Positive comments came from both male and female teachers in all schools in the sample. Other comments however voiced views of dissatisfaction with the PPTA. For instance there were comments, such as

"I think the PPTA is pathetically ineffective and that most members feel let down"

Other comments expressed dissatisfaction with specific aspects of the PPTA. Ten subjects, males and females from all schools in the sample, commented on the subscription fees, for example

"The return for the membership fee has not been great in recent years"

Dissatisfaction with the focus of the PPTA was also expressed by 15 of the subjects. It is interesting to note that all of these comments came from male subjects, with a mean age of 40 years. Half of the comments came from the staff of a single sex boy's school, with the other half of the comments being evenly distributed among three other schools. Most of the subjects were concerned with the use of resources on issues that they did not see as "central" to the PPTA role. For instance

"PPTA is far too concerned about issues that are not the concern of the majority of members-the Treaty of Waitangi, women's issues etc. are important but of greater concern are the teaching conditions in the classroom, stress on staff, pay for all staff etc.."

or

"Too much is trying to be achieved in areas that affect too few".

Further comments about the PPTA expressed dissatisfaction with the trade union focus of the PPTA. Most of these comments were made by older teachers, with the ages ranging from 34 to 56 years with a mean age of 47 years. All of the comments were made by male subjects and over half the comments came from one school, I. Examples of the comments are,

"I consider the PPTA to have lost the professional aspect. I may well resign"

or

"The association has been seduced into operating (and thinking) almost entirely as a trade union, complete with jargon, involvement with the trade union movement etc."

In conclusion, there were both positive and negative comments about the PPTA. The negative comments were generally about the subscription fees, the trade union rather than the professional focus, and the concern with what were seen to be peripheral issues.

5.8 Post-hoc Analyzes

Two analyzes were conducted to examine potential biases in the data. The first analysis examined the effect of the type of questionnaire distribution on all of the variables considered in the study. As described earlier, the questionnaires which were analyzed had been administered in three ways. The first was by staff members completing the questionnaires during staff meetings, the second by questionnaires being completed in the respondents' own time and the third the questionnaires were distributed through a PPTA representative. Differences in the mean scores for each method of distribution were analyzed by Oneway Analyses of Variance. Only one variable, sex, was significantly related to the form of distribution, $F(2,336)=7.16$, $p<.00$, with a mean of 1.6 for distribution in the staff meeting and 1.4 for the two other methods of distribution. The difference in the means appears to result from school A, where the questionnaires were distributed at the staff meeting, having a high proportion of women staff members (91.8%).

A second post hoc analysis examined the effect of changes over time on job satisfaction. This research took place over a period of three months and during the period a wage settlement took place. This wage settlement may have had an influence on the subjects' job satisfaction. However a correlation between mean job satisfaction levels and the order of the schools studied was not significant ($r=.01$, $n=9$, n.s.).

5.9 Summary

In summary the data analyses showed that participation in the trade union was multidimensional consisting of three factors, *Meeting Involvement*, *Reading Union Literature* and *Administrative Involvement*. A hierarchical multiple regression was conducted on each of these three factors. For the first factor, *Meeting Involvement*, age was the only demographic variable that accounted for variance, with older subjects being more involved in meetings. For the second set of variables four variables accounted for some of the variance with general satisfaction, social, expectancy and union features all being significant. All three subsets of theory related variables

accounted for a significant change in the variance accounted for. For the second factor *Reading Union Literature* age again was important with older subjects more often reading the literature. The expectancy variable was the only other variables that accounted for the variance in this factor. Subjects with a higher expectancy score were more likely to read the union literature. With the final factor, *Administrative Involvement*, sex and the union features scale accounted for most of the variance. Women and subjects with high scores on the union scale were more likely to be involved in administrative positions.

The third analysis investigated the differences between PPTA members and non-members. This showed that non-members were younger, had lower expectancy and union features scores, and had fewer friends at work and in the union, in comparison to members.

The fourth issue examined was the differences among the schools. Differences were found in terms of the sex composition of the staff, with single sex schools having a sex composition biased in the direction similar to the gender of the pupils of the school. There were also differences in the general and extrinsic satisfaction levels among the schools.

Finally, the data from the questions on attitudes suggest that, on average, teachers are less satisfied and believe they have more work, which is more difficult, than before the introduction of Tomorrow's Schools. As a result of the PPTA becoming a union under the State Sector Act (1988) teachers are more concerned with their conditions of employment and professional issues though they are not any more involved in the PPTA.

CHAPTER 6

DISCUSSION

6.1 Introduction

In this chapter, the results of the research will be considered in relation to the literature on trade union involvement. Firstly the results will be discussed with respect to each of the six research questions. Following this a general model of participation in the PPTA is proposed. The discussion will then focus on the results of the present research in the light of a similar study by Kuruvilla, Gallagher, Fiorito and Wakabayashi (1990) which was published during the course of this investigation. The next two sections will consider the limitations of the research and suggestions for the PPTA organisation and conduct. The final section presents conclusions from this study.

6.2 Research Questions

6.2.1 Dimensionality of Behavioural Participation

Behavioural participation has been defined differently by various authors. Early research in the 1960's to the mid-1970's often divided subjects into two groups, "actives" and "inactives". Now behavioural participation is more typically assessed along a continuum, measuring the range of levels of behavioural participation. In this study behavioural participation was treated as a continuous variable, except in the case of the discriminant function analysis in section 5.3.3.

More recently the issue of the dimensionality of behavioural participation has been debated. Most past research has operationalized participation as a single measure, with different types of participation all being related to the same underlying dimension. It has been suggested by McShane (1986) that participation is not unidimensional but that it is multidimensional. This may explain the conflicting results in the literature as researchers were possibly investigating different dimensions of behavioural participation.

McShane (1986) examined the internal consistency of behavioural participation by a factor analysis and established that there were three types of participation. Factor one consisted of five union administration behaviours, *Administrative Participation*. Two of the three voting behaviours formed the second factor, *Voting Participation*, while voting in the last election and attending a meeting formed the third factor, *Meetings Attended*. In interpreting the third factor McShane (1986) noted that the vote in the election took place at a meeting, explaining why it formed a factor with meeting attendance.

The questions used in this present research were different from the questions asked by McShane (1986). In this research a total of eight questions were asked and from the analysis three factors emerged. The first factor was *Meeting Involvement*, which included four items attending and speaking at branch meetings, attending stopwork meetings and voting. The second factor was *Reading Union Literature* consisting of reading the two union publication and the third factor was *Administrative Involvement* consisting of holding administrative and committee positions.

Two of these factors are very similar to two of the factors found by McShane (1986), *Meeting Involvement* which is similar to McShane's *Meeting Attended* factor and *Administrative Involvement* which is similar to McShane's *Administrative Participation* factor. The differences tend to arise due to the differences in the structure and organisation of the union. In the PPTA, unlike the Canadian Municipal Union used in McShane's (1986) study, voting is not held at special times but during normal branch meetings. This explains why voting did not emerge as a separate factor from meeting attendance. McShane's (1986) study did not investigate reading the union literature, and so it is not possible to compare this third factor with McShane's research results.

While a factor analysis examines the internal consistency of behavioural participation, the external consistency of the items can be examined by looking at the

pattern of correlations between each of the factors and a set of predictors. In this study three separate regression analyses were conducted for each factor and a set of predictors. Each factor showed a different pattern of correlations indicating that those factors are distinct rather than part of a single factor.

In conclusion this research showed that there were three factors of union participation: *Administrative Involvement*, *Meeting Involvement* and *Reading Union Literature*. Two of the three factors are very similar to the factors established in McShane's (1986) study.

6.2.2 Variables Predicting Behavioural Participation

For answers to the second research question the variables that predicted behavioural participation in the PPTA were examined. Statistical analyses were conducted separately for each of the three factors. As discussed earlier, the variables that were considered in relation to behavioural participation fall into five groups: demographic variables, work attitudes, union attitudes, features of the union and social relations.

For the first factor, *Meeting Involvement*, age, expectancy, job satisfaction, features of the union and current social relations all accounted for a significant amount of the variance. As predicted from the earlier studies on the relationship between age and participation, older people were more involved in meetings, thus supporting the findings of Perline and Lorenz (1970), Anderson (1979) and Huszczo (1983). Research evidence on gender and behavioural participation has been mixed, with Nicholson et al. (1981) and Glick et al. (1977) finding men have been more involved in the trade union but no such difference having been found by Anderson (1979) and Chacko (1985). This study of the PPTA supported the latter research in showing no difference between male and females in *Meeting Involvement*.

These differences between studies may be due to differences in the sex composition of the samples. Anderson's (1979) and Chacko's (1985) research each used samples with even proportions of males and females, while Glick et al. (1977) and Nicholson et al. (1981) sample's contained a disproportionate number of males to females. In Glick et al.'s (1977) research males outnumbered the females by six to one, while in Nicholson et al.'s (1981) research a higher proportion of males answered the question than would be expected if replies were random. This research contained approximately even numbers of males and females and as expected the present study of the PPTA supported the former research in showing no difference between male and females *Meeting Involvement*.

The number of dependants was not an important variable in predicting *Meeting Involvement*. The results of a non-significant relationship between number of dependants and participation is consistent with Nicholson et al.'s (1981) findings.

The second group of variables investigated in relation to *Meeting Involvement* were job attitudes. Job dissatisfaction was found to be significantly related to *Meeting Involvement*. This finding is consistent with the research by Hamner and Smith (1978), Huszczo (1983) and Kolchin and Hyclak (1984). Job involvement however failed to reach any level of significance and the reasons for this will be discussed later.

The third group of variables, union attitudes as operationalized by expectancy theory, were related to *Meeting Involvement* in the expected direction, although not as strongly as were the other variables. The results indicate that the subjects do consider the costs and benefits in their decision to attend meetings. Only limited research into expectancy theory has been conducted by Klandermans (1984a,b, 1986b) and this present research adds further support to the potential applicability of expectancy theory to industrial relations.

The features of the union was the variable that was the most strongly related to *Meeting Involvement*. This is not surprising as some of the questions in this scale

were directly related to meetings, such as the convenience of the meetings and knowledge of when events (such as meetings) were on. Therefore subjects who found that the meeting times were inconvenient, who did not know an event was on, or who felt their efforts were not acknowledged and appreciated were less likely to attend the meetings.

The final group of variables that were considered as possible predictors of *Meeting Involvement* were social variables. This group of variables produced mixed results. The individuals' social background, that is their parent's occupation, and parent's political and trade union orientation showed no relation to *Meeting Involvement*. This may have been due to the questions that were asked as only one parent's background orientation was examined, that of the family wage earner. It is possible that the other family members such as the other parent, grandparents or siblings may have influenced the subject's trade union involvement. Two of the subjects commented that the trade union background of another family member was important in their PPTA involvement. One non-member said that his uncle's poor treatment by a trade union was a reason that he did not join the PPTA, and one other subject said that her brother's current trade union involvement was influential in her PPTA involvement. From these comments, and from other research (such as Nicholson et al., 1981 and Perline & Lorenz, 1970) social background is probably important but it was not as adequately measured in this research as it might have been.

The individual's current social relationships were very important in predicting *Meeting Involvement*. Individuals who are involved at meetings also have a lot of friends at work and in the PPTA. The causality of the relationship is not able to be assessed from the statistical analyses used, therefore there are two possible explanations. Firstly if teachers attend union meetings they make friends with other PPTA members. If this is the direction of the relationship then it may be spuriously inflated as teachers would be interacting with fellow PPTA members through other

aspects of their work as well as at PPTA branch meetings. The second possible relationship is that teachers who attend branch meetings do so because they wish to see their friends. This however seems less likely as teachers would be interacting frequently with these fellow teachers on other occasions through their work, such as during lunchtimes and at social events.

Overall it appears that many variables play a role in predicting *Meeting Involvement*. As considered in more detail later, this shows that the past research studies are complementary rather than contradictory.

For the second factor of behavioural participation, *Reading Union Literature* only two variables accounted for a significant amount of variance, age and expectancy. As for meeting involvement older people were more likely to read the literature than younger people. Reasons for this age difference are discussed in more detail later.

Expectancy showed that people who valued the outcomes of the PPTA were more likely to read the literature. Reading the literature is a private activity unlike attending meetings and holding a position where people can be "seen to be doing something". The individual must personally value the outcomes of reading the literature as they will receive few other rewards for doing so. In this way the individual's personal cost benefit analysis, as measured by expectancy theory, is likely to be the most important in predicting reading the literature.

As reading the literature is a personal activity that is not undertaken with friends it is not surprising that social variables were not important in predicting it. There are also few barriers to reading the union literature as it can be undertaken at any time or place. Therefore it is also not surprising that features of the union were not important in predicting this factor.

The two work attitudes, job satisfaction and job involvement, also did not account for any significant amount of the variance in *Reading Union Literature*. Reading the union literature, being a rather passive and non-public event, is probably

not a useful outlet for an individual to express his or her workplace frustration. This may explain why job dissatisfaction or job involvement did not account for *Reading Union Literature*. More active and public forms of union involvement would be expected to be more closely related to work attitudes. Overall considering that *Reading Union Literature* is a passive and non-public event it is not surprising that only two variables, age and expectancy, are related to this factor.

The third factor examined was *Administrative Involvement*. This factor however suffered from range restriction and the results from the analysis must be interpreted with caution. The results showed that there were two variables that accounted for variance in administrative involvement, sex and features of the union. Sex is rather surprising as it shows that women are more involved in administration positions than men. This is contrary to the findings from past research that indicated that men are more involved in unions than women (eg. Glick et al. 1977; Nicholson et al. 1981).

There are several possible reasons for the difference between this sample and the past research on women in trade unions. The first is the level of education of the PPTA members. Most of the women teachers in the sample would have a minimum of four years tertiary education. This is higher than the education level in most of the other research samples. While this may explain why women participated more than in other trade unions, this finding is not consistent with the literature on teacher militancy which showed that male teachers were more militant than female teachers.

The second possible difference between past studies and this study is the zeitgeist at the time data were gathered. The latest data that have been collected in these earlier studies was in 1981. It is probable that during this time that attitudes have changed substantially. The women's rights movement has been extremely active in the past ten years, and consequentially there has been a change in attitudes towards women. It now maybe more acceptable for women to hold administrative positions in trade unions.

The recent high profile of women may be another and related reason that encourages women to participate in the PPTA. In 1989-1990 and 1990-1991 the president of the PPTA has been a woman. This sets a role model of women's involvement in the PPTA which may encourage other women to also hold administrative positions.

There are also opportunities for women to hold administrative positions in the PPTA. The role of the Women's Officer at the branch and the regional level, though not designated to be held by a woman, is most often filled by a female. This provides women with more opportunities to be involved in administrative positions. Involvement as a Women's Officer may also give them the confidence to hold other administrative positions at a branch or regional level. The role of Women's Officer and a special Women's portfolio at the National Executive level may also demonstrate to women in the PPTA that the organisation is concerned with women's issues.

While the finding that women are more involved in administration positions is inconsistent with past literature it is consistent with the findings from the other factors. It was not found that women were less involved than men in *Reading Union Literature* and *Meeting Involvement*, unlike findings in earlier research on other unions. A combination of these factors, education, changing attitudes, role models and opportunities, probably contribute to women's involvement in the PPTA.

Age was not important in administrative involvement, a finding which was not consistent with Jessup's (1978) research which showed that older teachers were more likely to hold a position in the union. Jessup suggested that the older teachers would have more seniority and would assume the positions of responsibility in the union also. This does not seem to be the case in the PPTA however. Seniority was not measured in this study, but if it is assumed that there is a correlation between age and seniority, it does not appear that positions of responsibility in the union are undertaken by more senior teachers.

Features of the union was the only other variable that related significantly to behavioural participation. This indicated the subjects who believed that there were fewer barriers to union participation were more likely to hold a position in the union. While this is logical, again the direction of the relationship is not known. It may be possible that people involved in the union know the structure and organisation of the union and as a result they find there are not so many barriers to participation. Alternatively if there are fewer barriers, the individual finds it easier to participate in the union.

There may also be some spurious inflation of the relationship between union features and holding an administrative position, as two questions asked about the ease of contact with union representatives, field officers and other union officials. Individuals who are in an administrative position will have had more contact with these people. Hence this may have inflated the correlation between administration involvement and union features.

Job attitudes and expectancy theory variables had no relationship with administration involvement. Individuals who are dissatisfied and alienated in their work are predicted to participate in the union to a greater extent. This relationship was partially supported with respect to *Meeting Involvement* though it is not supported with *Administrative Involvement*. This may be related to the composition of the factors. *Meeting Involvement* included the more militant action of attending stopwork meetings, allowing the individual to express his or her dissatisfaction. *Administrative Involvement* may not be seen as a way of expressing frustration at work. As with job attitudes expectancy was not related to *Administrative Involvement*, unlike the findings from previous studies. This meant that people in such positions did not see that the union was more likely to satisfy their desired outcomes. As with job attitudes, this again does not follow what one might predict from previous studies.

Social relations were also not significant predictors of meeting involvement. Within this category social background variables were unimportant, but current social contacts were nearly significant. Again the direction of the relationship is difficult to establish. Either people who hold administrative positions made friends in the PPTA or people hold administrative positions because they have friends in the PPTA.

Overall administrative involvement has produced some rather unanticipated results. It is possible that other processes operate to determine who will hold an administrative position rather than choice by the individual. A person who is not particularly involved in the union, or does not desire to hold any position may still hold a position out of a sense of obligation. In the small branches people may agree to hold a position out of a feeling that it is "their turn", or as a result of social pressure from peers.

Measurement errors may also contribute to the aberrations in the results. The question asked the subjects to indicate whether they had held any of the positions listed, however the number of times that the individual had held the position was not recorded. Two subjects ticked a position a number of times to indicate that they had held this position more than once. There may have been other subjects that also held a position more than once. If a subject had held the same position several times then their level of involvement would have been underestimated.

It must be reiterated that due to the range restriction the results must be interpreted with caution. It does appear that women may be more involved in administrative positions than are men and that those who perceive there are fewer barriers to participation were more likely to hold an administration position.

Most variables were shown to be related to some type of behavioural participation. Three groups of variables were not found to account for variance in any factor there being job involvement, social background and number of dependants. As discussed earlier the number of dependants has been included in research for

atheoretical reasons and only one past study (Glick et al., 1977) has shown a relationship between that variable and participation.

For social background variables the measure that was used may have influenced the results. The question only asked about a single member of the family, whereas consideration of a wider range family members may have shown a relationship with behavioural participation.

Job involvement was also not related to any of the types of behavioural participation. Bacharach and Mitchell (1983) also used Lodahl and Kejner's (1965) measure of job involvement to examine teacher militancy and had also found no relationship for secondary school teachers. Again the measure used may not have been as suitable as it was initially felt to be. The construct validity of the job involvement scale has been questioned in a study by Rabinowitz et al. (1977) which showed that job involvement was both determined by the personality of the individual and by the situation. The frustration-aggression hypothesis is however concerned with job involvement as a situationally determined variable. The frustration-aggression hypothesis, in this context, predicts that if the individual sees the situation as frustrating he or she will react to this frustration by participating in the union. This measure of job involvement may be an imperfect measure of situational frustration as it also measures an individual personality trait.

In conclusion many variables: demographic, work attitudes, union attitudes, current social relations and features of the union are able to predict some aspect of behavioural participation in the PPTA. In the past studies the relative importance of these variables, when controlling for the others, has not been considered. This research shows that all these variables are able to predict some aspect of behavioural participation. Therefore the individual's decision to participate in the PPTA is influenced by his or her background, his or her current attitudes and beliefs about work and union, his or her current social contacts and features of the union. A model combining these different variables is considered later.

6.2.3 Variables relating to PPTA membership

From the analyses of the differences between members and non-members it was established that non-members were younger, had fewer social relations with other teachers, did not see the PPTA as instrumental in providing desired outcomes and believed there were more barriers to participation. These results are consistent with the findings on behavioural participation in the PPTA and with the general literature on trade union membership.

The finding that non-members were younger was consistent with other results from this study, that showed that older people were more likely to be involved in meetings and read the union literature more than younger people. It appears that the PPTA is failing to attract some young teachers to join the union, and that the younger members are less likely to be involved in the PPTA.

Time constraints is a possible explanation for why the younger teachers are less involved in the PPTA. In the first years of teaching, a new teacher faces a high and novel workload as well as pressures in adjusting to what is often their first permanent job. This is also a time when the young teacher's social activities and family commitments may be high. This explanation however fails to explain why younger teachers are reluctant to join the union, and really only offers an explanation to why young teachers may be less involved in the union.

A further explanation for the fact that young teachers are less willing to be involved in the PPTA is the change in attitudes with experience in the teaching profession. As noted by Fox and Wince (1976) teachers under 25 years old were less militant than teachers in the 25 to 34 year old age group. They explained this as the "honeymoon phase" where the young teachers did not perceive problems in the teaching profession that the more experienced teachers saw. The younger teachers saw less need for militant action to remedy problems. This may be the same situation in the PPTA where younger teachers see less need for the PPTA as a professional body, and hence are reluctant to join and participate in it.

This honeymoon phase is also consistent with the finding that non-members have a lower expectancy score. These non-members did not perceive the PPTA to be instrumental in providing their desired outcomes. Unfortunately a multivariate comparison was not able to be conducted to determine whether when age was controlled for expectancy would still be an important variable in the prediction of union membership.

A third possible explanation for the non-members being younger is that the attitudes towards unions, as with politics, change with age. Related to this, different cohorts will have witnessed different historical events during their life experiences. These differences in life experience may influence PPTA membership and involvement. This idea is however not supported by the general literature review. The literature review covers studies from 1960 to 1987 which showed that older people were more involved in trade unions regardless of their particular cohort. If participation was related to some general life experience by different age groups it would be expected that there would have been some discernable trend in the literature over the last 30 years.

Analysis of the unstructured comments may provide some clue to the reasons for non-membership by younger teachers. Some non-members commented on the price of the subscription fees. It is conceivable that younger teachers, earning less money and possibly facing higher financial burdens, may be less willing to pay the subscription fees than would be older teachers.

Overall the reasons why younger teachers are less likely to be non-members is not able to be conclusively established. Life experience, the honeymoon phase and the cost of fees may all affect the younger teachers' priorities and values about trade union membership.

The second difference between members and non-members was that non-members had fewer friends at work and in the PPTA. This finding also complements

the findings on PPTA participation, as it was found that those people with fewer friends were less involved at meetings and in administrative positions. As with the study of participation and social relations the direction of the relationship is unable to be determined. It is not known whether non-members have fewer friends in the PPTA and therefore do not join the PPTA or whether PPTA members, through their involvement in the PPTA make more friends with other PPTA members and school teachers.

The third difference between members and non-members is in their attitudes towards the PPTA. As discussed earlier, the non-members did not see the PPTA as instrumental in providing desired outcomes. Again this findings is in agreement with the research on participation in the PPTA where *Meeting Involvement* and *Reading Union Literature* was less for subjects with lower expectancy scores.

Similarly the finding that non-members saw fewer barriers to union participation was also consistent with the findings on behavioural participation. Like members who were less involved in meetings and administration positions, non-members believed that meeting times were inconvenient, that it was difficult to contact a PPTA representative and that PPTA involvement was not encouraged or appreciated. There is however difficulty with some of the questions that were asked of non-members. Some questions that were asked would not apply as well to non-members as they did for members. For instance, a non-member might not be expected to know when a PPTA event was on, or how to contact a PPTA official or representative. For this reason these results must also be interpreted with caution.

The final difference between members and non-members was in terms of their job satisfaction. While general job satisfaction was not different for members and non-members, a subscale of the job satisfaction measure, extrinsic satisfaction, was lower for members. Extrinsic satisfaction consists of items that pertain to the extrinsic rewards of the workplace such as pay, recognition and status. This difference was not

apparent in the membership participation data, but it is consistent with some of the research on trade union participation. Research shows that the individual's propensity to join trade unions is highly correlated with extrinsic satisfaction (Byrd, 1983; Hammer & Berman, 1981; Hamner & Smith, 1978; Schriesheim, 1978). The relationship between economic dissatisfaction and union membership has less support. Three studies (Bluen and van Zwam, 1978; Schwochau, 1987; Snyder et al. 1986) showed a relationship between job dissatisfaction and union membership with three other studies showed no relationship between job satisfaction and union membership (Gaertner & Gaertner, 1987; Okafor, 1983; Walker & Lawler, 1977). This present research has some limited support from the past research on dissatisfaction and trade union participation, but goes against the results from other research.

The comments by non-members also suggest other possible reasons for people not joining the PPTA. Part-time status could be a factor in non-involvement. One of the part-time teachers commented that the subscription fee would take too much from her salary. Finally some ideological reasons were also suggested as influential by non-members, such as religious beliefs.

The results then suggest that membership in the PPTA is predicted by a number of different variables: age, social relations, expectancy, barriers to participation and extrinsic satisfaction. These results are consistent with the findings on behavioural participation except for that of differences in extrinsic satisfaction. Part-time status, cost and personal convictions were also important in non-membership in the PPTA.

6.2.4 Validity of the Theories of General Participation

There appears to be support for each of the theories that were defined by Klandermans (1986a), that is, frustration-aggression, rational choice and interactionist. Beginning with frustration-aggression one of the factors, *Meeting Involvement* and PPTA membership lend partial support to this theory. Job dissatisfaction was shown to be significantly related to *Meeting Involvement* and extrinsic dissatisfaction to PPTA membership. This supports the view that those who are dissatisfied with their jobs are

more likely to be union members and to be involved, with at least some aspects of the PPTA.

It is interesting to note that only this one factor of PPTA participation was related to job dissatisfaction. The composition of this factor was probably the reason as it consisted of the most militant action examined, that is attending stopwork meetings. The individual is more likely to be able to voice his or her frustration through more militant and public actions than through more mild forms of action such as *Reading Union Literature*. This may explain why this *Meeting Involvement* and not the other factors supported the frustration-aggression theory.

There is also support for the rational choice theories. Two of the factors of behavioural participation, *Meeting Involvement* and *Reading Union Literature*, as well as PPTA membership were related to the expectancy variables which was the rational choice theory used in this study. Considering the problems with range restriction in the third factor this may explain why the rational choice theory did not relate to *Administrative Involvement*. It appears that in most cases the costs and benefits of participation are considered by the individuals in this study.

The final theory, interactionist theories also gained some partial support. While social background was not important, current social contacts were important variables in explaining variance in meeting involvement and holding administrative positions, as well as distinguishing between members and non-members. This study is however unable to investigate the direction of the relationship. It is unclear whether those individuals who have more social contacts will participate to a greater extent in the PPTA or whether those with higher participation have made more friends in the PPTA.

Overall there is some support for each of the theories identified by Klandermans (1986a). As Klandermans himself states the three approaches complement each other rather than contradict one another. It is not surprising that

these theories are complementary. In this study each theory investigates a different aspect of the person's experience. Frustration-aggression is concerned with the work attitudes that the individual holds. It is assumed that these work attitudes are influenced by the individual work situation. In contrast the rational choice theory is concerned with the individuals' union attitudes. The interactionist theory is concerned with the individual social relationships. Each theory examines a different set of attitudes that an individual holds about different facets of their life, therefore it is quite feasible that all these theories are all able to predict some aspect of union involvement.

It must be noted that some of the variables that are not included in these three theories, features of the union and demographic variables, were however important in predicting union involvement and membership. All the variables considered in this research account for 19% to 36% of the variance in participation. Therefore other variables not examined in this study, such as union-management relations, may also be important in predicting trade union involvement.

6.2.5 Workplace Differences

As expected, because the structure of each school is essentially very similar, there were few differences between schools. Two demographic differences were apparent. The first was the gender of the staff. The results of the staff of the two single sex schools were significantly different from those of staff in the co-educational schools. The gender of the teaching staff was skewed in the direction of the gender of the pupils, that is the girls' school staff was mainly women while the boys' school staff was mainly men. The second difference was in terms of the number of dependants that the staff member supported, which was the highest in the integrated Catholic school in comparison to that in other schools.

Satisfaction, (general, intrinsic and extrinsic) varied among schools. These differences in satisfaction were however not related to any other variable that was used in this study. Personal experience suggested however that the staff-principal relations may be important in determining the levels of job satisfaction. In one school, which scored the lowest satisfaction measure, the teachers were concerned about the confidentiality of the results of the items regarding the principal in the job satisfaction scale in the questionnaire.

Temporal factors must also be considered in relation to job satisfaction. The data collection was taken over a period of two months, with the teachers' wage round negotiations being settled in the middle of this period. This wage rise may have influenced the subjects' perception of job satisfaction, especially extrinsic satisfaction. However analysis of the order of the schools studied and job satisfaction showed that there was no relationship between time and job satisfaction ($r = .01$, $n = 9$, n.s.).

Other differences between schools were in the reported level of change in job satisfaction, work load and difficulty of work with the introduction of Tomorrow's Schools. Again it is difficult to determine the reasons for these differences. They were not related to age or sex of the staff members. The reported levels of change also varied from question to question, that is, a school that reported the most change in job satisfaction was not the school that reported a high increase in workload.

Overall, as expected there were few differences among the schools. The differences that did emerge were either concerned with the demographic composition of the staff or with job satisfaction and changes at work. Attitudes about the PPTA or the individuals social background and current social contacts did not vary across the schools. Most importantly the scores on the dependent measure did not differ across schools, showing that regardless of workplace, the teachers participated to a similar extent in the PPTA.

6.2.6 Effects of Current Changes

One of the main limitations of this research and other cross-sectional studies is that they are only able to measure an individual's attitude at one point in time. There have been a few longitudinal studies of union attitudes. Stagner and Eflal (1982) and Klandermans (1984a,b, 1986b) showed that attitudes towards the union do change over time. While this present study was not a longitudinal design it did attempt to document any self-reported changes in attitudes that may have occurred with the introduction of Tomorrow's Schools and the State Sector Act (1988). There is however a limitation of this type of self report measure as individuals may answer the way they thought they felt some time ago rather than the way that they actually felt.

Considering these limitations the subjects reported being less satisfied and having more work and more difficult work than before the introduction of Tomorrow's Schools. Although no research has been conducted into the stress of the changes with Tomorrow's Schools the popular press has contained a number of articles that report the stress faced by teachers, principals, Boards of Trustees and schools in general.

Subjects reported that the introduction of the State Sector Act produced more concern over professional issues and conditions of employment, though it did not lead to any more involvement in the PPTA. With the increased work load under Tomorrow's Schools, it is possible that teachers have less time to become involved in the PPTA, or seek activities which are different to those which relate to their professional roles.

6.3 Model of Participation in the PPTA

From the research into the variables that affect general participation in the PPTA a generalised model of participation can be constructed (see figure 3).

Beginning with the extreme left of the model the demographic variables are proposed to be casually prior to the individual's attitudes. People in certain age and

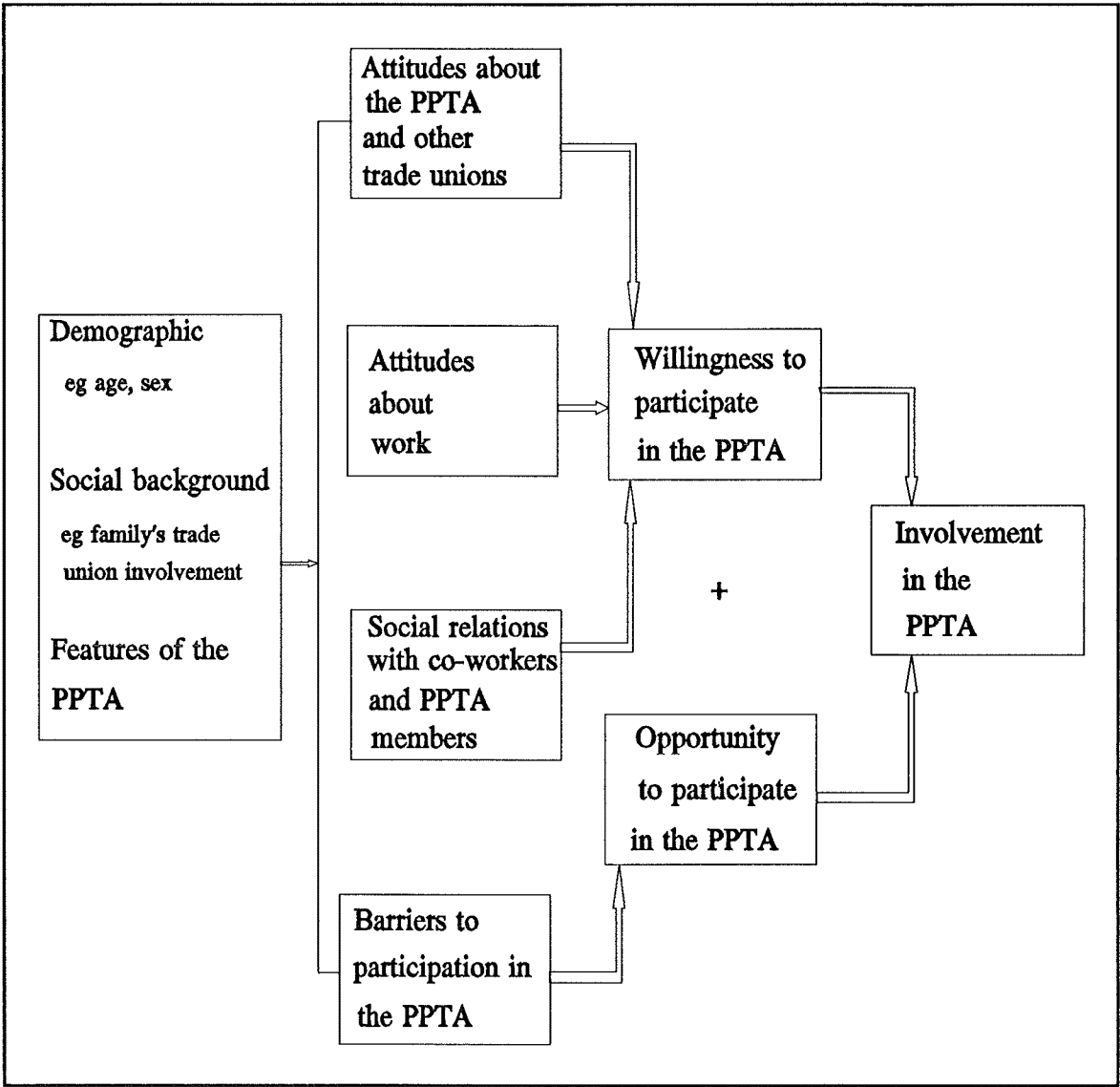


Figure 3: Model of Participation in the PPTA

gender groups may have different life experiences and current situations that will influence their attitudes and values about trade unions and work. An example of this was the finding that older members were more involved in meetings and read the union literature more than younger members.

Similarly people from similar social backgrounds may have different life experiences that will influence their attitudes towards unions and work. While this research failed to show that the subjects' parental wage earner was related to their trade union involvement, comments from the members shows that other aspects of the

individual's background maybe important in determining his or her PPTA involvement.

Finally the structure and organisation of the union are also likely to affect an individual's attitudes and beliefs about unions. This is directly relevant to features of the PPTA organisation that can cause barriers to participation. As noted from this study features of the union were important in determining meeting and administrative involvement in the PPTA.

These three factors, demographic, social background and features of the union, influence four other groups of variables: attitudes towards the PPTA, attitudes towards work, social relations and barriers to participation. The first three variables are all concerned with the individual's motivation or willingness to be involved in the PPTA. This research showed that those subjects who had positive attitudes about the PPTA were more willing to be PPTA members, read the PPTA literature and were involved in meetings. Those subjects who held negative attitudes about were their work were also more likely to be PPTA members and be involved in PPTA meetings. Finally those with more friends in the PPTA and at work were also more likely to be PPTA members, attend meetings and hold administrative positions.

The last variable in this group is barriers to participation in the PPTA. This variable influences whether the individual has opportunities to participate in the PPTA. A person who believes that meeting times and location are inconvenient, that it is difficult to contact a PPTA representative and that their efforts in the PPTA are not recognised or encouraged were less likely to be PPTA members and to be involved in meetings and administration.

The final column of the model shows that individuals must be both willing and have the opportunity to participate in the PPTA.

Overall the model indicates that there are a number of factors that influence the individuals level of participation. It must be noted however that this model is only an integration of this research and has not been tested in its entirety. Further analysis

is required to test the complete model. This model has also only been considered using the PPTA and the applicability of the model to other trade unions is also another question that would require further research.

6.4 Research by Kuruvilla et al. (1990)⁴

In April 1990 an article was published in the Industrial and Labor Relations Review that examined a number of the questions that have been examined in this present study. Kuruvilla et al. (1990) investigated whether Western theories of trade unionism were applicable to Japanese trade unions. While the applicability of the Western theories was the main focus of this research, the study was also able to compare the different variables that influence trade union participation in Japan. In fact the study investigates three of the research questions posed in this study: the dimensionality of behavioural participation, a comparison of the variables relating the trade union participation and a comparison of the three theories of trade union participation that were proposed by Klandermans (1986a).

Unlike this study and McShane's (1986) study, Kuruvilla et al.'s (1990) results showed that trade union participation is not multidimensional. Kuruvilla et al. (1990) used five variables to measure participation: attending union meetings, voting in union elections, reading a union publication, working in a union election and working on union committees. A factor analysis of these items revealed a single overall participation factor. This main factor had a high eigenvalue of 2.12 accounting for 42% of the variance. Sub-dimensions of this overall participation factor revealed three factors, *Administrative Involvement*, *Voting Participation* and *Meeting Participation*. For the second and third factors, *Voting Participation* and *Meeting Participation*, the eigenvalues were below 1.00 and they consisted of only one item each making them

4. This paper came available to the researcher at a stage when data collection for the present study was well advanced.

differences between the three studies. For example, Kuruvilla et al. (1990) asked five questions to examine trade union participation, while this study asked eight questions. This meant that in this present research there were more questions which loaded on the each factor making a multiple factor solution more likely.

In general, the evidence from these three studies indicates that behavioural participation is multidimensional. However, in all these studies there is one large factor which accounts for much of the variance in behavioural participation. Other more specialised forms of union involvement, such as reading the literature or voting may be accounted for by smaller factors. As demonstrated in the comparison of these three studies the structure and organisation of the union can have quite marked effects on the factors which were extracted. Considering these differences it is unlikely that there will ever be one correct factor structure for trade union participation. Rather it will depend on the union or type of unions that are investigated.

The second research question that Kuruvilla et al. (1990) and this study both investigated was the variables that related to behavioural participation. A total of 19 variables were investigated by Kuruvilla et al. (1990), some of which are similar to those used in this present study. Kuruvilla et al.'s variables were classified into five categories: demographic variables, job-related variables, union attitudes, group association variables and control variables.

The demographic variables consisted of age, gender, number of children, salary, education, company tenure and number of years as a union member. Job related variables were two measures of job satisfaction, intrinsic and extrinsic satisfaction as well as job status and the perceived ease of alternative employment. Three union attitudes were measured; attitudes towards union leaders, identification with the union and instrumentality of unionism. Only one variable was considered in the group association category which was the degree of social integration into the workplace. The control variables were the union management relationship, the size of the union and the size of the workplace.

All of these variables were entered by Kuruvilla et al. into a multiple regression analysis. The results showed that these variables accounted for 36.1% of the variance which is directly comparable to the 35.9% of the variance accounted for by the first factor of behavioural participation in the PPTA. Their results showed that all demographic variables were important with the exception of gender. As found for two of the factors in this present study there was no difference in the participation of males and females. In Kuruvilla et al.'s (1990) study gender did interact with the presence of children at home. The presence of children at home meant that women were less likely to participate in the union. The results for age were similar to the findings in this present and other studies, that have showed that older people were more willing to participate in the trade union. In Kuruvilla et al.'s (1990) study subjects with more years in the union and the work organisation, a higher salary and more education were also more likely to participate in the union.

The only job attitude of importance in Kuruvilla et al.'s (1990) study was that of extrinsic satisfaction. The measure used in this multivariate comparisons of the PPTA was general satisfaction, which included both extrinsic and intrinsic satisfaction. General satisfaction was related to behavioural participation in the PPTA, congruent with Kuruvilla et al.'s (1990) findings.

Union attitudes were very important in relation to union involvement, with all three union attitudes being significantly related to participation. This was similar to the finding in this present study that expectancy theory was related to two of the factors of behavioural participation as well as to union membership.

Work group association was also found to be related to participation in Kuruvilla et al.'s (1990) study, which is again in agreement with the results from this research. In this study current social contacts were important in two of the factors of union participation and in PPTA membership.

The final group of variables investigated by Kuruvilla et al. (1990) were control variables. It was found that plant and union size and the quality of labour-management relations were all related to trade union participation. These variables were not investigated in this present study.

The final research question that both studies investigated was the comparison of the three theories proposed by Klandermans (1986a). Both studies showed some support for all three theories as well as indicating that other variables not included in these theories are also important.

In conclusion the findings of Kuruvilla et al. (1990) are very similar to the findings of this present study. The difference between these studies appears to be in the measures that were used. It is interesting to note that the findings are consistent from Japan to New Zealand and that these findings are also consistent with the material from British and American literatures, despite of the many apparent cultural differences among the groups studied.

6.5 Limitations of this Research

While this research has been able to establish that a range of variables affect an individual's participation in the PPTA, several limitations of the design and conduct of this research must be considered.

The first and major limitations in the conduct of the study concerns the sample that was used. First, the sample was drawn from only one PPTA region, the Canterbury region. It is possible that differences exist amongst the regions in the level of organisation and involvement of the members. Personal communication with teachers from other areas has suggested that in some areas the PPTA is not as active as it is in others. The levels of participation reported in this study may be only relevant to this region.

The representativeness of the schools that agreed to participate in the research is another factor that may have influenced results. Involvement by a school was on a voluntary basis and so schools that have members who are more involved in the PPTA may be the schools that agreed to participate in the study. Therefore the sampling technique may have over-represented those branches which are highly involved in the PPTA.

The representativeness of the sample of members who chose to answer the questionnaire must also be considered. The completion of the questionnaire was voluntary, and therefore there are potential biases as a result of which teachers would chose to participate in the study. Those teachers who were uninterested in the PPTA could well have been those who were uninterested in filling in a questionnaire about the PPTA. In this way the sample may also over-represent those teachers who are involved in the PPTA.

The representativeness of the sample of non-members must also be considered. The percentage of non-members filling out the questionnaire in this sample was 5.4% whereas there are about 20% of teachers who do not belong to the PPTA. Due to the fact that the questionnaire was about the PPTA, non-members may not have considered it to be worth their time and effort in filling out the questionnaire. The differences between members and non-members must be considered with caution.

Hence the sample may over-represent teachers who are willing to be involved in the PPTA. However with three schools allowing the questionnaires to be filled out in staff meeting time, and with most of the staff cooperating it was hoped that a range of individuals would have been included.

The representativeness of the PPTA as a typical trade union is also another issue of concern. The PPTA is among a small group of unions in New Zealand which

have voluntary unionism⁵. Its members are highly educated and there is a concern in the union with professional issues that other unions do not have. However, it is encouraging to note that the study of Japanese trade union members and other British and American studies have found similar results to those obtained in this study.

As mentioned earlier the cross-sectional nature of the study is another limitation. During the period of this study the data were collected over a two month period and in this time award negotiations were in progress. The award round was settled on the 6th of June, in the middle of the data collection period. Research by Stagner and Eflal (1983) showed that attitudes towards the union changed over the period of the strike. It is possible that these events may have influenced the results obtained in this study. The only way to avoid these problems would be to conduct a longitudinal or time series study.

A longitudinal study would have also eliminated the problem of examining the relationship between past behaviours and current attitudes. In this study subjects were asked about their participation in the PPTA over the last 12 months and this was related to their current attitudes and social relations. This assumes that attitudes of the individuals are relatively stable over time.

The third limitation of this study is concerned with the validity of the measures. Most of the measures, with the exception of the Minnesota Satisfaction Questionnaire and Lodahl and Kejner's job involvement measure were developed by the researcher, and they were unable to be validated formally. Hence it was not possible to verify independently, the exact construct that the measures probed. It is possible that the subjects' interpretation of the question may not have been as they were operationalized by the researcher. The reliability of the scales was able to be established which was acceptable. Despite the widespread acceptance of Lodahl and

5. The PPTA will soon no longer be unusual in it's voluntary membership as a the Employment Contracts Bill has been passed through Parliament on the 19th of December 1990 which proposes to make all unions voluntary.

Kejner's (1965) job involvement scale the validity of the measure may have been a problem in the research.

The conceptualization of the expectancy measure was another issue of concern with the measurement instrument. Vroom's (1964) original conceptualization of expectancy theory was as a *within* person model. However this research and much other research on expectancy theory uses a *between* person design (Mitchell, 1982). In a within person design the individual would generate and rank his or her own list of outcomes that he or she believes to be related to the action under investigation. The individual would then choose between the alternative actions by which had the highest expectancy score. In a between person model however the outcomes are not specified by the individual but are specified by the researcher from the outcomes elicited from a sample of the population. The individual's expectancy score in a between person design is then correlated with a criterion score rather than with which alternative action that the individual would choose.

While within person designs are more correct and valid formulations of the expectancy theory, they are more difficult to conduct as they require each individual to specify his or her own outcomes. The constraints of the study made it difficult to conduct a within subject design, and so a between person design was used. Further research into the use of within person designs may however yield a higher predictive validity in this type of research.

Other measurement problems were mentioned earlier. The measurement of the family background in trade unions also required refining. Due to limitations on the number of questions that a subject could be asked, the study only investigated the role of the family member who was assumed to have the most influence of the subjects' trade union involvement, that is the family wage earner. This assumption appears not to have been justified as other family members may have influenced the subjects' trade union involvement.

The inclusion of further variables in this study may have clarified other issues. The measurement of salary may have been useful due to the large number of complaints that were raised about the PPTA subscription fees. It would be interested to know whether these complaints were related to salary. The inclusion of job status as a measure may have also clarified issues with respect to age, seniority and the holding of administrative positions.

This study only focused on the variables at the individual level of analysis. Industrial relations is however a broad area of research and other variables may also affect union participation such as the economic and political climate. While an examination of these variables is beyond the scope of this paper it must be noted that these variables may also influence participation in the PPTA.

Overall the shortcomings with sample representativeness and measurements should be noted. Further studies that might be able to use longitudinal designs, within subject expectancy research and which might investigate other variables may be able to account for more of the variance in behavioural participation.

6.6 Suggestions for the PPTA

Considering the limitations of the research, this research highlights several points about the structure and organisation of the PPTA.

Firstly, it is encouraging to note that the research shows that women participate either equally or more than do the men. This is a reverse of the trend that was found in many of the other studies of trade unions. While the reasons for women's participation in the PPTA was not able to be ascertained, the recent role models of women presidents, the opportunities for women's involvement in the position of Women's Officer and the emphasis on women's issues may all contribute.

However, there does appear to be some opposition to the PPTA's involvement in women's and ethnic issues. A number of male subjects commented on their dislike

for the emphasis on these issues. It appears that some groups may dislike the focus of the PPTA, while it may encourage other groups to participate to a greater extent. The extent of this opposition needs to be established to determine if any action should be taken by the PPTA. This research indicates that the opposition is confined to a group of older males, half of which were on the staff of one school. However, if it was established that this opposition was more widespread then the PPTA may have to reconsider the attention and resources that are currently being spent on these issues.

There are also differences in participation by age. Younger teachers are less likely to be involved in the PPTA. Reasons for this were discussed earlier, such as the level of subscription fees and the honeymoon phase. If financial constraints are a reason that young teachers do not join the PPTA then the PPTA should consider allowing first and second year teachers to pay only partial subscription fees. If the honeymoon phase is believed to operate then publications outlining the PPTA's role in improving education may encourage some young teachers to join.

Though part-time/full-time status was not examined in this study, several non-members commented that part-time status was a reason that they did not belong to the PPTA. One member commented that the subscription fee was a considerable proportion of a part-time salary. Possibly the level of the subscription fee for part-time teachers also needs to be considered.

The scale that examined features of the union specifically dealt with aspects of the structure and organisation of the PPTA that may have presented barriers to participation in the PPTA. There were however no systematic differences in the union features scale that was related to any of the demographic variables. It appears that no one group is adversely affected by the structure and organisation of the PPTA.

Overall the structure and organisation of the PPTA is attracting women to be involved in the PPTA. However younger people are not as involved in the PPTA and ways of encouraging them to be involved must be considered. There appear to be no barriers to PPTA involvement which systematically disadvantage one group.

6.7 Conclusion

This research aimed to determine the factors that predicted involvement in the PPTA. Generally, it was found that a large number of variables were important in predicting different aspects of PPTA participation. It was found that participation in the PPTA was influenced by demographic variables, work attitudes, union attitudes, current social relationships and features of the union. A model combining these variables was proposed.

A second aim of the research was to compare the theoretical explanation of union involvement. All three theoretical reasons as proposed by Klandermans (1986a) found some support in there results, indicating that the theories are complementary rather than contradictory.

The research also investigated the multidimensionality of behavioural participation. The research supported McShane's (1986) research that behavioural participation was multidimensional, though the factor solution was slightly different from that found by McShane (1986).

In conclusion, trade union participation is a multidimensional concept which is predicted by an individual background, attitudes and social relationships as well as by features of the union organisation.

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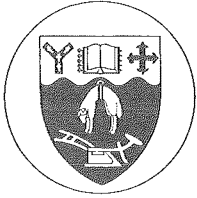
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APPENDIX 1



Department of Psychology

University of Canterbury Christchurch 1 New Zealand 118
Telephone: (03) 667-001
Fax: (03) 642-999

26 March 1990

Name
The Principal
School
Address
CHRISTCHURCH

Dear Sir/Madam

As a part of my research for a Masters thesis at the University of Canterbury, I am investigating the reasons why people participate in Trade Unions. For this research I am looking to administer a questionnaire to a group of trade unionists. Currently I have permission from the Post Primary Teachers Association to approach members of this union. However, it is necessary to get a broad cross-section of members and non-members (not just those people that **always** attend PPTA activities). Thus I would like to contact members of the PPTA at their place of work.

The questionnaire would take about fifteen to twenty minutes to complete. Ideally I would like to approach the staff as a group on a personal basis, such as during a staff meeting. If the questionnaire could be completed in this time and returned to me then this would be ideal. However if this was not possible I would be more than happy to leave questionnaires and collect them at a later date.

If you would like more information, please do not hesitate to contact me. My phone number at the University is 667-001, extension 7191, or at home 582-761.

I would appreciate your consideration of this request.

Yours faithfully

Jane Piper.

APPENDIX 2

SURVEY OF PARTICIPATION IN THE PPTA

The purpose of this questionnaire is to find out about your reasons for participating in the PPTA. This survey is part of a Masters thesis conducted by Jane Piper of the University of Canterbury. This research has the approval of the General Secretary of the PPTA, Mr Kevin Bunker. The summarized results of this survey will be forwarded to the PPTA National Executive and will assist the national body to understanding their membership's views.

This questionnaire is in five sections covering;

- i) your background and your friend's and family's involvement with trade unions,
- ii) your involvement with the PPTA,
- iii) your opinions about what the PPTA does,
- iv) your feelings about your job,
- v) your feelings about the recent changes in education.

Some of these questions may appear to be obvious. However they are justified to avoid making false assumptions about your opinions. Please answer the questions as accurately as you can. If you are not quite certain of your answer please give the choice that seems the closest to the way that you feel at the moment.

All information provided by each respondent will be strictly confidential. Your name is not required on this form. The completed forms will not be seen by any other PPTA member. They will be processed by Jane Piper at the University of Canterbury, and only summary results will be sent to the National Executive.

The questionnaire will take about 15-20 minutes to complete.

Most of the questions will take one of two forms.

EITHER

- a) Tick one box next to the answer that best represents your response.

For example: How long have you been teaching

0-5 years.....☐

6-10 years.....☐

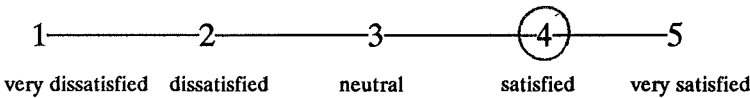
11-15 years.....☒

15 or more years.....☐

OR

- b) Circle a number on a scale that best represents your opinion

For example: How satisfied are you with your working conditions?



THANK YOU FOR YOUR TIME. YOUR ASSISTANCE WOULD BE APPRECIATED

SECTION 1 - Background

What is your age in years? ____

What sex are you? (Please tick one box) Male ☐ Female ☐

a. How many people do you support (children, non-working spouse, elderly parents)? (Please tick one box)

No dependants.....☐ if None please go to question 4

One dependant.....☐

Two dependants.....☐

Three dependants.....☐

Four dependants.....☐

Five or more dependants..☐

b. Do you and your spouse/partner/ex-spouse jointly support these dependants? (Please tick one box) Yes ☐ No ☐

How strong is your interest in politics? (Please tick one box)

Very strong.....☐

Fairly strong.....☐

Mild.....☐

Fairly weak.....☐

Weak.....☐

How would you describe your own political views in terms of the traditional left-right division? (Please tick one box)

Far left.....☐

Left.....☐

Centre left.....☐

Centre right....☐

Right.....☐

Far right.....☐

I don't know....☐

c. What was the main type of job of your parent (or guardian) who was the principal family wage earner? (Please tick one box)

Professional, scientific.....☐

Managerial, executive.....☐

Supervisory(eg foreperson).....☐

Routine and Non-manual (eg clerical, sales).....☐

Skilled manual (eg craftsman).....☐

Unskilled manual (eg labourer).....☐

Other (please specify).....

What involvement did this family wage earner have in trade or professional unions? (Please tick one box)

- Never a member.....☐
- A reluctant member.....☐
- Not an active member except on special issues.....☐
- Generally an active member but not political.....☐
- An active and political/ideologically committed member.....☐
- I don't know.....☐

Where would you place the political orientations of this family wage earner on a left-right spectrum? (Please tick one box)

- Far left.....☐
- Left.....☐
- Centre left....☐
- Centre right...☐
- Right.....☐
- Far right.....☐
- I don't know...☐

How many of the people you consider as close friends are active in any trade or professional union? (Active means to take part in union functions, eg meetings) (Please tick one box)

- None.....☐
- Very few.....☐
- Some.....☐
- Most.....☐

How many of the people you consider as close friends also work at the same school with you? (Please tick one box)

- None.....☐
- Very few.....☐
- some.....☐
- Most.....☐

How many of these close friends are active in the PPTA? (Active means to take part in PPTA functions eg meetings) (Please tick one box)

- None.....☐
- Very few.....☐
- Some.....☐
- Most.....☐

.How many of your leisure and social activities would involve people with whom you work? (Please tick one box)

None.....☐

Hardly any.....☐

Some.....☐

Most.....☐

}.How often would you get together with another member of the PPTA, on a social basis, for half an hour or so outside of work time? (Please tick one box).

Never.....☐

Not very often.....☐

Sometimes.....☐

Quite often.....☐

Very frequently.....☐

}.How often would you get together with another member of the PPTA, on a social basis, in his or her own home? (Please tick one box)

Never.....☐

Not very often.....☐

Sometimes.....☐

Quite frequently.....☐

Very frequently.....☐

}.How many minutes does it take you to travel to your place of work, using your usual form of transport? (Please tick one box)

1-10 minutes.....☐

10-20 minutes.....☐

20-30 minutes.....☐

30-60 minutes.....☐

Greater than an hour.....☐

}.How often do you know or are you aware of when a union meeting or event is on? (Please tick one box)

Never.....☐

Sometimes.....☐

Most of the time.....☐

All of the time.....☐

7. How easy is it to get in touch with a PPTA representative if you need one? (Please tick one box)

Impossible.....☐

Quite difficult.....☐

Quite easy.....☐

Very easy.....☐

8. Generally, how convenient do you think the timing of the local branch meetings is? (Please tick one box)

Very inconvenient.....☐

Moderately inconvenient...☐

Convenient.....☐

Very convenient.....☐

9. How much encouragement do you get from other PPTA members, in general, to participate in PPTA activities? (Please tick one box)

No encouragement.....☐

A little encouragement....☐

Some encouragement.....☐

A lot of encouragement....☐

10. How much do you feel your efforts with the PPTA are acknowledged and appreciated by other PPTA members? (Please tick one box)

Not at all.....☐

A little.....☐

Some.....☐

A lot.....☐

I don't know.....☐

11. On how many occasions in the last 2 years, have you had any contact with a PPTA Field Officer? (Please tick one box)

0.....☐

1-2.....☐

3-4.....☐

more than 5....☐

12. On how many occasions have you been in contact with any other paid official of the PPTA besides a Field Officer, on official PPTA business? (Please tick one box)

0.....☐

1-2.....☐

3-4.....☐

more than 5....☐

SECTION 2 - PPTA Involvement

4. Are you a member of the PPTA

Yes ☐

No ☐

If NO please skip questions 24-31. Please go to question 32.
--

5. What percentage of branch meetings did you attend in the last 12 months? (Please tick one box)

All of them (100%).....☐

Most (99-60%).....☐

About half (40-60%).....☐

Not many (1-40%).....☐

None.....☐ if none please go to question 26

6. Of the local branch meetings you attended, how often did you speak at the local PPTA branch meeting? (Please tick one box)

Every meeting.....☐

Some meetings.....☐

a few meetings.....☐

Not at all.....☐

7. Have you held, or are you currently holding any of these following positions? (Please tick one box for each position)

a) chairperson for the local PPTA branch.....☐

b) secretary for the local PPTA branch.....☐

c) Women's officer for the local PPTA branch.....☐

d) Maori officer for the local PPTA branch.....☐

e) treasurer for the local PPTA branch.....☐

f) chairperson for the PPTA region.....☐

g) secretary for the PPTA region.....☐

h) Women's officer for the PPTA region.....☐

i) Maori officer for the PPTA region.....☐

j) treasurer for the PPTA region.....☐

k) a PPTA national executive member.....☐

l) a delegate at the August conference.....☐

m) Other (please specify).....

7. There were three stopwork meetings in the last year. How many stopwork meetings did you attend? (Please tick one box)

None.....☐

One.....☐

Two.....☐

Three.....☐

8. There have been two issues for membership vote in 1990. Did you vote on these issues? (Please tick one box for each issue you voted on)

a) the compact between the trade unions and government?.....☐

b) the conditions of the 1990 award?☐

9. How often would you read articles the "PPTA Journal"? (Please tick one box)

Often.....☐

Sometimes.....☐

Rarely.....☐

Never.....☐

10. How often would you read most of the "PPTA News"? (Please tick one box)

Often.....☐

Sometimes.....☐

Rarely.....☐

Never.....☐

11. Have you served, or are you currently serving on the following committees? (Please tick one box for each committee)

a) a Curriculum Advisory Committee.....☐

b) an Equity Advisory Committee.....☐

c) a Te Roe A Rohe.....☐

Section 3 - Opinions about the PPTA

NON-MEMBERS START ANSWERING AGAIN FROM QUESTION 32 PLEASE

These following questions ask your opinions on what outcomes you may get from participating in the PPTA. Some of the answers to these questions may seem obvious, however they are included to avoid making false assumptions about your opinions.

PLEASE ANSWER BY YOUR INITIAL REACTION TO THE QUESTION.

Please circle the number on the scale that you think represents how likely or unlikely it is that the outcome would occur. The scale ranges from 1 (extremely unlikely) to 7 (extremely likely).

For instance; How likely is it that your participation in the PPTA will allow you to keep up to date with professional issues?

1 — 2 — 3 — 4 — 5 — 6 — 7
 very unlikely possible extremely likely

2. How likely is it that your participation in the PPTA will bring about higher wages?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely unlikely possible extremely likely

3. How likely is it that your participation in the PPTA will mean a chance to improve working conditions?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely unlikely possible extremely likely

4. How likely is it that you will get "value for money" from your union fees?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely unlikely possible extremely likely

5. How likely is it that your participation in the PPTA will provide personal and professional support from other teachers?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely unlikely possible extremely likely

6. How likely is it that your participation in the PPTA will mean you have to support issues you don't entirely agree with?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely unlikely possible extremely likely

7. How likely is it that your participation in the PPTA will give you a chance to meet with other teachers?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely unlikely possible extremely likely

3. How likely is it that participation in the PPTA will work against you gaining a job promotion?

1—2—3—4—5—6—7
 extremely unlikely possible extremely likely

4. How likely is it that participation in the PPTA will mean that it will take time and energy away from other activities?

1—2—3—4—5—6—7
 extremely unlikely possible extremely likely

5. How likely is it that participation in the PPTA would mean you would have to strike?

1—2—3—4—5—6—7
 extremely unlikely possible extremely likely

6. How likely is it that participation in the PPTA will provide you with legal representation and union backing in personal industrial conflicts (eg charges of incompetence)?

1—2—3—4—5—6—7
 extremely unlikely possible extremely likely

7. How likely is it that participation in the PPTA would be a useful learning experience?

1—2—3—4—5—6—7
 extremely unlikely possible extremely likely

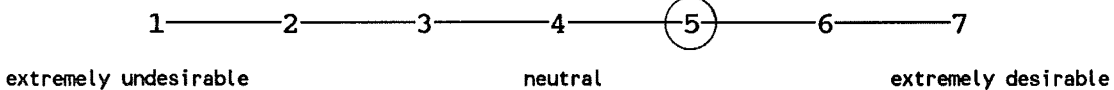
8. How likely is it that participation in the PPTA will give you a voice or input into the teaching profession (eg curriculum committees and national standards for teachers)?

1—2—3—4—5—6—7
 extremely unlikely possible extremely likely

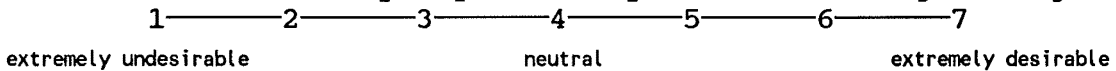
These following twelve questions ask your opinion on the desirability or the value that you place on these following outcomes.

Please circle the number on the scale that best represents how desirable or undesirable each of these outcomes are to you personally. 1 denotes being extremely undesirable whilst 7 denotes being extremely desirable.

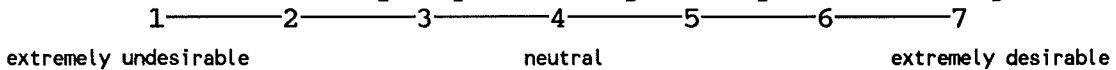
For instance; How desirable is it to you personally to keep up to date with professional issues?



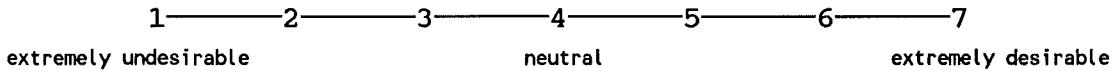
1. How desirable is it to you personally to receive higher wages?



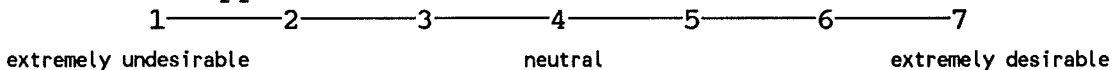
2. How desirable is it to you personally to improve working conditions?



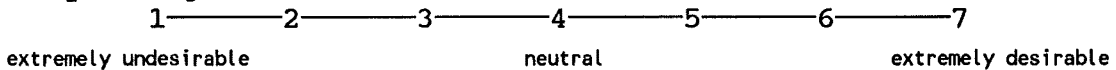
3. How desirable is it to you personally to get "value for money" from your union fees?



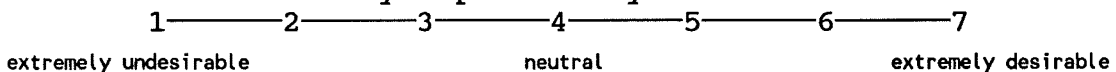
4. How desirable is it to you personally to have personal and professional support from other teachers?



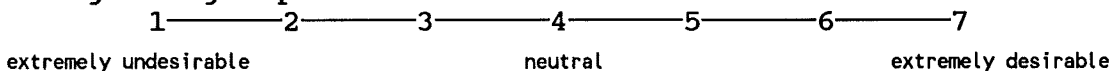
5. How desirable is it to you personally to support actions you are not entirely in agreement with?



6. How desirable is it to you personally to meet with other teachers?



7. How desirable is it to you personally that union status could work against gaining a promotion?



1. How desirable is it to you personally that PPTA activities take time and effort away from other activities?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely undesirable neutral extremely desirable

2. How desirable is it to you personally to have to strike when the issue warrants it?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely undesirable neutral extremely desirable

3. How desirable is it to you personally to have legal representation and union backing when personal industrial conflicts arise (eg charges of incompetence)?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely undesirable neutral extremely desirable

4. How desirable is it to you personally to learn about trade and professional unions?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely undesirable neutral extremely desirable

5. How desirable is it to you to have a voice or input into the teaching profession (eg curriculum committees and national standards for teachers)?

1 — 2 — 3 — 4 — 5 — 6 — 7
 extremely undesirable neutral extremely desirable

SECTION 4-Opinions about your work

Job Satisfaction

These following questions ask your opinion about how satisfied you feel about your job.

Please circle the answer on the scale that best represents your answer. 1 indicates very dissatisfied, 2 dissatisfied, 3 in-between or can't decide, 4 satisfied and 5 very satisfied.

For example, on my present job this is how I feel about:

The opportunity for personal growth and development

1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

On my present job, this is how I feel about:

1. The amount of work I have to do
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

2. The chance to work independently on the job
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

3. The chance to do different things from time to time
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

4. The chance to be "somebody" in the community
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

5. The way my principal handles his or her subordinates
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

6. The competence of my principal in making decisions
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

7. Being able to do things that don't go against my conscience
 1———2———3———4———5
 very dissatisfied dissatisfied neutral satisfied very satisfied

4. The chance to do things for other people
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
5. The chance to guide and advise people
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
6. The chance to do something that makes use of my abilities
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
7. The chance to contribute to the development of school policies
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
8. The pay for the amount of work I do
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
9. The chances for advancement on this job
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
10. The freedom to use my own judgement
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
11. The chance to try my own methods of doing the job
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
12. The working conditions
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
13. The way the co-workers get along with each other
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
14. The praise I get for doing a good job
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied
15. The feeling of accomplishment I get from the job
1——2——3——4——5
very dissatisfied dissatisfied neutral satisfied very satisfied

Job Involvement

These following questions ask you how involved you are in your job.

Please circle the answer that best represents your response. This scale is a five point scale ranging from 1, strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

For example; My opinion of myself goes up when I do this job well.

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

6. You can measure a person pretty well by how good a job he or she does

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

7. The major satisfaction in my life comes from my job

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

8. For me, mornings at work usually fly by

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

9. The most important things that happen to me involve my work

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

10. Sometimes I lie awake at night thinking ahead the next day's work

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

11. I'm really a perfectionist about my work

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

12. I feel depressed when I fail at something that is connected with my job

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

13. I have other activities that are more important than my work

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

14. I live, eat and breathe my job

1———2———3———4———5
strongly disagree disagree neutral agree strongly agree

.I would probably work even if I didn't need the money

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.Quite often I feel like staying at home from work instead of coming in

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.To me, work is only a small part of who I am

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.I am very much involved personally in my work

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.I avoid taking on extra duties and responsibilities in my work

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.I used to be more ambitious about my work than I am now

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.Most things in life are more important than work

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.I used to care more about my work, but now other things are more important to me

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

.Sometimes I'd like to kick myself for the mistakes I make in my work

1——2——3——4——5
strongly disagree disagree neutral agree strongly agree

SECTION 5 - Attitudes toward changes in Education

These questions investigate your opinions towards the recent changes in education and labour relations.

Please circle the response that best represents your how you think your opinions or actions have changed. This scale ranges from 1, decreased a lot to 3 no change to 5 increased a lot.

For example: Has your general happiness increased or decreased with the changes introduced by Tomorrow's Schools.

1 — 2 — 3 — 4 — 5
decreased a lot no change Increased a lot

1. Has your satisfaction with your job increased or decreased since the introduction of Tomorrow's Schools?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

2. Has your personal commitment to your job increased or decreased since the introduction of Tomorrow's Schools?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

3. Has the amount of work you have to do increased or decreased since the introduction of Tomorrow's Schools?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

4. Has the difficulty of your work increased or decreased since the introduction of Tomorrow's Schools?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

5. Has your involvement with the PPTA increased or decreased since the PPTA became a registered union under the 1988 State Sector Act?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

6. Has your concern with conditions of employment (eg pay, working conditions) increased or decreased since the PPTA became a registered union under the 1988 State Sector Act?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

7. Has your concern with professional issues (eg national standards for teachers) increased or decreased since the PPTA became a registered union under the 1988 State Sector Act?

1 — 2 — 3 — 4 — 5
decreased a lot no change increased a lot

re there any comments you would like to add concerning your involvement
with the PPTA or feelings about the job?

THANK YOU FOR YOUR TIME

APPENDIX 3

Interview for Expectancy Scale

For the expectancy scale 10 PPTA members, 8 males and 2 females, were interviewed as to the outcomes that they saw to be associated with participating in the PPTA. A copy of the interview schedule is presented in page 140 of this appendix.

The 10 PPTA members were contacted by telephone and an appointment was made for an interview. All interviews took place in the respondents own home.

From the interview a list of outcomes was compiled, see Table 14, below. The 12 outcomes that were mentioned by more than two respondents were used to construct the expectancy scale.

Table 14

Outcomes of participating in the PPTA

Outcomes	No. of subjects naming outcome
Pay	8
Working conditions	7
Paying union fees	6
Legal representation	5
Collective strength, security	4
Support actions not in agreement with	4
Social relations	3
Negative image militate against promotion	3
Time consuming	3
Striking	3
Learning experience	3
Voice or input into profession	3
Security	2
Structure satisfying needs	2
Dislike militant role	2
Professional support and training	2
Loss of pay when striking	2
Irritation and annoyance at meetings	1
Counselling support	1
Special deals (eg. discount purchasing)	1
Equity issues addressed	1

Outcomes InterviewName:School:Sex:Age:Job Position:Self-reported level of Unionism:

This interview consists of one open ended question. The question requires you to think of the outcomes that you receive from participating in the PPTA.

As an example, on a different topic, leadership positions, an outcome of being in a leadership position may be such things as receiving high pay or having status with an organisation.

So what I would like is for you to tell me the outcomes that you think would come from participating in the PPTA. These outcomes can be both positive and negative.

APPENDIX 4

Pilot Study

The following questionnaire was completed by 23 PPTA members. The major changes in the questionnaire were in terms of format, with some changes in the wording of certain questions.

First, for all close ended questions, a line was made from the question to the answer box to improve the ease of reading for the respondents. The instruction "Please tick one box" was also added to each question.

Second, the format of the expectancy scale was changed. In the pilot study the questions were on the left hand side of the page with a row of boxes on the right hand side of the page. With this format it was difficult for the respondents to establish which question matched which row of boxes. Therefore the questions were changed to a Likert response scale, which was placed underneath each question. This format proved to be a clearer format for the respondents.

Third, throughout the questionnaire the instructions were expanded and highlighted. Several of the questions in the expectancy scale were considered by the subjects as obvious. An instruction was added that explained that these questions were included to avoid making false assumptions about the subjects' opinions.

Finally, the wording of a number of questions was modified. The most changes to wording occurred in the expectancy scale. The instrumentality questions of the expectancy scale were changes from "How likely is it that participation will [outcome]..?" to "How likely is it that *your* participation in the PPTA will [outcome]..?" to emphasize that the respondents personal participation, not group participation, was of interest. The valence questions were also changed to emphasize the respondents personal opinion. The questions were changed from "How desirable is it to you [outcome]..?" to "How desirable is it to you *personally* [outcome]..?". The wording of several of the outcomes in the expectancy scale were also modified to clarify the meanings.

These changes were then reviewed by two PPTA members in an interview setting. The respondents worked through the questionnaire talking out loud. Thus the researcher was able to ascertain what the respondent thought the questions were asking. Few changes were made to the questionnaire at this stage.

The final questionnaire is presented in appendix 2.

PILOT STUDY

UNION PARTICIPATION QUESTIONNAIRE

This questionnaire is part of my research Masters thesis undertaken in the Psychology Department at the University of Canterbury. I am investigating the reasons why people participate in Trade Unions. With the permission of the General Secretary of the PPTA, Mr Kevin Bunker, I am studying the reasons for participation in the PPTA.

As a pilot questionnaire I am trying to work out question that are difficult to answer, offensive or just plain stupid. So please feel free to write any comments you wish in the spaces to the right or just below the questions. This is your chance to be as rude as you like about a questionnaire!

Please answer the following questions to the best of your ability. I appreciate accuracy but it will not be necessary to consult records. Just use your memory as best as you can. Some of the questions are opinion so there is no right or wrong answers. When you aren't quite certain of what your answer is please give the choice that appeals to you more at the moment.

Everything you answer is entirely confidential. Your name is not required on this form.

THANK YOU FOR YOUR ASSISTANCE, IT IS MOST APPRECIATED. I
HOPE YOU ENJOY THIS QUESTIONNAIRE.

Instructions

These following question ask you to mark the box next to the answer that best represents your choice. For example. Do you eat breakfast?

- | | |
|------------|-------------------------------------|
| -often | <input type="checkbox"/> |
| -sometimes | <input checked="" type="checkbox"/> |
| -rarely | <input type="checkbox"/> |
| -never | <input type="checkbox"/> |

What is your age

- 20-30 ☐
- 31-40 ☐
- 41-50 ☐
- 51-60 ☐
- Over 60 ☐

What is your sex: Male ☐ Female ☐

What is or was your parents (or guardian) main job
as family wage earner

- Professional, scientific ☐
- Managerial, executive ☐
- Supervisory ☐
- Routine Non-manual ☐
- Skilled manual (eg craftsman) ☐
- Unskilled manual ☐
- Other (please specify)..... ☐

What involvement did this family wage earner have
in Trade Unions

- Never a member ☐
- A reluctant member ☐
- Not an active member except on special
issues ☐
- Generally an active member Trade Unionist but
not political ☐
- An active and political/ideologically committed
member ☐
- I don't know ☐

Where would you place the political orientations of this family wage earner on a left-right spectrum

- Far left ☐
- Left ☐
- Centre left ☐
- Centre right ☐
- Right ☐
- Far right ☐
- I don't know ☐

How many of the people you consider as close friends also work with you

- None ☐
- Very few ☐
- some ☐
- Most ☐

How many of these close friends are active in the PPTA

- None ☐
- Very few ☐
- Some ☐
- Most ☐

How often would you see another member of the PPTA to spend half an hour or so outside work time with them.

- Never ☐
- Not very often ☐
- Sometimes ☐
- Quite often ☐
- Very frequently ☐

How many of your leisure and social activities would involve people whom you work

- None ☐
- Hardly any ☐
- Some ☐
- Most ☐

How often would you get together with another member of the PPTA in their own home

- Never ☐
- Not very often ☐
- Sometimes ☐
- Quite frequently ☐
- Very frequently ☐

How strong is your interest in politics

- Very strong ☐
- Fairly strong ☐
- Fairly weak ☐
- Weak ☐

How would you describe your own political views

- Far left ☐
- Left ☐
- Centre left ☐
- Centre right ☐
- Right ☐
- Far right ☐
- I don't know ☐

How many minutes does it take you to travel to the local PPTA branch meeting from your home?

- 1-5mins ☐
- 5-10mins ☐
- 10-20mins ☐
- 30mins-60mins ☐
- Greater than an hour ☐

How often would you know when a union meeting or event was on

- Never ☐
- Sometimes ☐
- Most of the time ☐
- All of the time ☐

How easy is it to get in touch with a Union representative if you needed one

- Impossible ☐
- Quite difficult ☐
- Quite easy ☐
- Very easy ☐

How convenient do you think the timing of meetings is

- Very inconvenient ☐
- Moderately inconvenient ☐
- Convenient ☐
- Very convenient ☐

How much encouragement do you get to participate in PPTA activities

- No encouragement ☐
- A little encouragement ☐
- Some encouragement ☐
- A lot of encouragement ☐

How much recognition do you feel you get for participating in PPTA activities

- No recognition ☐
- A little recognition ☐
- Some recognition ☐
- A lot of recognition ☐
- I don't know I never participate ☐

How often have you been in contact with a PPTA Field Officer

- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

How often have you had contact with any other paid official of the PPTA besides a Field Officer

- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Are you a member of the PPTA

Yes ☐

No ☐ If NO please skip questions 22-42.

Go to question 43

Have you ever been, or are you now a chairperson for the local PPTA branch

Yes ☐ No ☐

Have you ever been, or are you now a secretary for the local PPTA branch

Yes ☐ No ☐

Have you ever been, or are you now a Women's officer for the local PPTA branch

Yes ☐ No ☐

Have you ever been, or are you now a Maori officer for the local PPTA branch

Yes ☐ No ☐

Have you ever been, or are you now a treasurer for the local PPTA branch

Yes ☐ No ☐

Have you ever been, or are you now a chairperson for the PPTA region

Yes ☐ No ☐

Have you ever been, or are you now a secretary for the PPTA region

Yes ☐ No ☐

Have you ever been, or are you now a Women's officer for the PPTA region

Yes ☐ No ☐

Have you ever been, or are you now a Maori officer for the PPTA region

Yes ☐ No ☐

Have you ever been, or are you now a treasurer for the PPTA region

Yes ☐ No ☐

Have you ever served or are now serving on the PPTA national executive

Yes ☐ No ☐

Have you ever been, or will be this year a delegate at the August conference

Yes ☐ No ☐

What percentage of branch meetings did you attend this year

- All of them (100%) ☐
- Some (90-60%) ☐
- About half (40-60%) ☐
- Not many ☐
- None ☐

How often did you speak at the Union meeting

- Every meeting ☐
- Some meetings ☐
- a few meetings ☐
- Not at all ☐

How many stopwork meetings did you attend last year

- None ☐
- One ☐
- Two ☐
- Three ☐
- Four or more ☐

Did you vote on the issue of the compact between the trade unions and government

Yes ☐ No ☐

Did you attend the meeting to discuss the new (1990) award

Yes ☐ No ☐

How often would you read the "PPTA Journal"

- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

How often would you read the "PPTA News"

- Often ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Have you ever served on a curriculum advisory committee

Yes ☐ No ☐

Have you ever served on an equity advisory committee

Yes ☐ No ☐

Have you ever served on a Te Roe A Rohe

Yes ☐ No ☐

NON-MEMBERS START ANSWERING AGAIN
FROM QUESTION 44 PLEASE

These following questions ask your opinions on Trade Union issues. Please mark the box which represents how you feel about the issue.
For example: How likely is it that you will eat breakfast

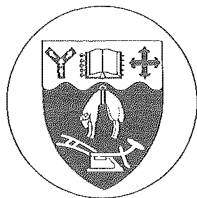
not at all	slightly likely	possible	quite likely	very likely
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	not at all	slightly likely	possible	quite likely	very likely
1. How likely is it that participation in the PPTA will bring about higher wages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How likely is that participation in the PPTA means an ability to improve working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How likely is that the payment of the union fee will not be "value for money"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How likely is that participation in the PPTA will bring about security through the support of other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How likely is it that participation in the PPTA will mean you have to support actions you don't entirely approve of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How likely is it that participation in the PPTA will allow you to meet with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. How likely is it that participation in the PPTA will militate against you gaining a job promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How likely is it that participation in the PPTA will mean that it will take time and energy away from other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. How likely is it that participation in the PPTA would mean you would have to strike when you did not want to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. How likely is it that participation in the PPTA will mean legal representation for you, if it is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. How likely is it that participation in the PPTA would be a valuable learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How likely is it that participation in the PPTA will mean a voice or input into the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	not at all	slightly desirable	desirable	quite desirable	very desirable
How desirable do you see it to receive higher wages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to you personally to improve working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to you personally to have to pay union fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to you personally to have security and support from other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to you to support actions you don't approve of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to you to meet with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it that union status would militate against your promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it that PPTA activities take time and effort away from other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to strike when you don't wish to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to have legal representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to learn about unions and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How desirable is it to you to have an input into the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR YOUR TIME.

APPENDIX 5



28th August 1990

Name

The Principal

Address

CHRISTCHURCH

Dear Sir/Madam,

Thank you for your recent involvement in my research on participation in the PPTA. I realise the strain that schools are currently facing and thus I appreciate your efforts in this research project. I would also appreciate it if you could pass my thanks on to the rest of your staff and this brief outline of the results of the research.

This research investigated five main questions, some of which were of more theoretical interest than of practical importance.

Question One: Differences between Members and Non-Members.

The first question of interest was the difference between PPTA members and non-members. In this study mainly members completed the questionnaire, with 19 non-members replying and 323 members. Clearly the non-members group is small and subject to the limitations this imposes on the results, the differences between members and non-members were;

- * Non-members were more likely to be younger than members.
- * PPTA members had more friends at work, in other trade unions and in the PPTA than non-members.
- * PPTA members believed their efforts were acknowledged more, the meeting times were more convenient and it was easier to get in touch with a union representative than non-members.
- * PPTA members believed they received more benefits from the PPTA such as higher wages, better conditions and support in comparison to non-members.
- * There was no difference between members and non-members in their job satisfaction, job involvement, parent's trade union involvement, sex, parent's political orientation or the number of dependants.

Some of these differences were predictable and were consistent with the past research such as members being older, believing they gained benefits from being in the union and having more friends in the union. Past research would have suggested that job satisfaction and job involvement would have been higher for non-members, that women would be less involved in the union and those with a parent with a background in trade unions would be more involved.

On the issue of women and PPTA membership, I believe that the emphasis the PPTA has placed on promoting women's issues and the number of women officials within the association may mean that women are more involved in the PPTA than in other unions. The fact that parent's trade union background was not important is probably due to compulsory unionism that exists in New Zealand.

A number of comments from non-members also provided explanations as to why people did not join the PPTA. Several comments stated that the price of the subscription fees prevented them from joining. Other comments noted a dislike for the PPTA leadership and management. Personal reasons were also given such as a conflict with religious beliefs or a personal incident of mistreatment by a trade union.

In general the non-member is younger, has less friends at work and in the PPTA and believes the PPTA does not provide many benefits. In addition to this many non-members commented on the price of the subscription fees as a reason for not joining.

Question 2: Nature of Participation in the PPTA

The second research question was more of theoretical interest. This involved the investigation of the levels of participation in trade unions. Much of the past research has considered participation in trade unions to be due to a single factor, that is that all types of participation are similar. For instance it has been considered that voting on an issues and holding a position are similar activities in a trade union. More recently however it has been considered that there are different types of participation. For example voting and holding a position require different levels of commitment to the union.

Following statistical analysis (factor analysis) I was able to establish that there are three different types of participation in the PPTA

- 1) meeting involvement (including voting as PPTA members must attend a meeting to vote)
- 2) reading the union literature
- 3) holding administrative positions

These three types of participation were treated separately for the next stage of the analysis of the results.

Question 3: Why People Participate in the PPTA

The third research question investigated why people participate in the PPTA. From past research a number of different variables and theories were investigated to determine if they explained participation in unions such as the PPTA. These different views were

1) Demographic Variables

Age- Older people are generally more involved in unions.

Sex- Males are generally more involved than females.

Parent's Union Background- The greater the parent's involvement the greater the respondents' involvement.

Parent's Occupation- A more "blue collar" job then the more involved the respondent.

Parent's Political Orientation- Left political background then the greater the respondent's involvement in the union.

Number of Dependants- The more dependants then the more involved the respondent.

2) Work Attitudes

People who are less satisfied with their job and/or less involved in their job should be more involved in the union.

3) Expectancy

People will be involved in a union if they perceive that they will get the benefits they want from being involved in the union, such as higher wages, better conditions and professional services.

4) Friends

People with more friends at work, friends in other unions and friends in the PPTA are more likely to be involved in the union.

5) Union Features

People who see the meeting times as more convenient, find it easier to contact a union representative, who have had more contact with union officials and believe their efforts in the PPTA are acknowledged will be more involved in the PPTA.

A. Meeting Involvement

Several variables were important in predicting meeting involvement. Those who participated in meetings were older, less satisfied with their work, had a higher expectancy score, had more friends in the union and at work, and scored higher on the union features scale.

B. Reading the Literature

For the second measure of trade union participation, older people and those with a higher expectancy score read more of the literature.

C. Involvement in Administration Positions

Finally, researching involvement in administrative positions, women were more involved in administrative positions than men and those with a higher score on the union features scale were also more involved in the PPTA.

The only result which was not consistent with past research was that women were more involved in the PPTA administration positions than men. This is contrary to much other research. Reasons for this are not known but I speculate that the high profile of women already in administrative positions and the emphasis on women's issues may be an important factor.

A number of comments eluded to reasons why individuals did not wish to be involved in the PPTA. A number of people inferred or stated that the PPTA was ineffective. Others commented on the quandary the PPTA faces as to whether it is a professional body or a trade union. Comments supported both roles, professional and union. Many comments was also made about the price of the subscription fee. A group also complained about the focus of the PPTA mainly to do with the supporting of issues such as women's rights and Maori issues. In balance, a number of comments were also made that expressed support for the PPTA and their actions, such as

I have been very happy with my involvement in the PPTA and my value for money on fees. I have felt time spent in activities has been well spent.

Question 4: Changes in Attitudes with the Introduction of Tomorrow's Schools and the State Sector Act 1988.

The fourth question investigated the change in attitudes with the changes in

education and the State Sector Act. Beginning with Tomorrow's Schools, people indicated that their job satisfaction had decreased, while there had been no change in their personal commitment to teaching since the introduction of Tomorrow's Schools. The amount of work and the difficulty of this work had both increased with the introduction of Tomorrow's Schools, in the respondents' opinion. Involvement in the PPTA, on average, had not changed though the respondents' concern for professional issues and conditions of employment had increased since the introduction of the State Sector Act.

Question 5. Differences Among Schools

The final analysis concerned differences among types of school⁶. There were few differences between schools, indicating the general applicability of the measures. Sex composition of the staff differed between the single sex schools and the co-educational schools. There were also differences in job satisfaction between school staff members, but this difference was only significant between staff from the school scoring the lowest and staff from the school scoring highest on the satisfaction scale.

Again I would like to express my appreciation to all those who participated in the research. Without your co-operation this project would not have been possible. If you are interested in obtaining any further details about the study please do not hesitate to contact me on 667-001 Ext 7191.

Yours faithfully

Jane Piper.

⁶. Please note that the anonymity of the schools will be preserved in all reports and the final thesis.

APPENDIX 6

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 Age	1.000																	
2 Sex	-.009	1.000																
3 Depend	.178	-.209	1.000															
4 Pocc	.050	-.094	.048	1.000														
5 Ptu	-.019	-.026	-.023	.009	1.000													
6 Ppol	-.007	-.006	-.035	-.039	-.117	1.000												
7 Polst	.089	.005	.015	.076	.103	.055	1.000											
8 Pol	.063	-.173	.001	-.020	.100	.478	.081	1.000										
9 Friends	.076	-.064	.014	.006	.116	.102	.299	.054	1.000									
10 Union	.010	.048	-.040	-.034	.129	-.043	.259	-.071	.400	1.000								
11 Exp	-.033	.135	-.110	.035	.127	.009	.333	-.074	.384	.570	1.000							
12 Gensat	-.051	.121	.027	.001	-.036	.070	-.18	.060	.024	.156	.067	1.000						
13 Exsat	-.059	.185	.024	.001	.001	.033	-.033	-.021	-.032	.126	.079	.850	1.000					
14 Insat	-.045	.058	.013	-.015	-.039	.089	.026	.097	.071	.160	.073	.915	.607	1.000				
15 Involve	.052	.227	.045	-.041	-.027	.012	.067	-.018	.123	.100	.126	.365	.303	.372	1.000			
16 Factor1	.181	-.062	.040	.000	.048	-.024	.314	-.006	.371	.476	.380	-.079	-.124	-.030	.068	1.000		
17 Factor2	.271	.112	.044	-.022	.008	-.012	.300	-.105	.217	.367	.377	.136	.095	.128	.126	.329	1.000	
18 Factor3	.111	.117	.011	.006	-.065	.041	.190	-.137	.268	.332	.307	-.009	-.009	-.007	.143	.331	.255	1.000

Table 15: Correlation Matrix for all variables

List of abbreviations in Table 15.

Age	Age of subject
Sex	Sex of subject
Depend	Number of dependants
Pocc	Parent's occupation
Ptu	Parent's trade union involvement
Ppol	Parent's political orientation
Polst	Subjects political strength
Pol	Subjects political orientation
Friends	Friends in PPTA and at work
Union	Features of the union scale
Exp	Expectancy scale
Gensat	General job satisfaction
Exsat	Extrinsic job satisfaction
Insat	Intrinsic job satisfaction
Involve	Job involvement
Factor1	Meeting involvement
Factor2	Reading the union literature
Factor3	Administrative involvement